REPORT RESUMES

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SOE SPONSORED RESEARCH ON READING. ERIC/CRIER READING REVIEW
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ESCRIPTORS- *READING RESEARCH, *INSTRUCTIONAL INNOVATION, *LANGUAGE DEVELOPMENT, *CULTURALLY DISADVANTAGED, *READING ROGRAMS, EXPERIMENTAL PROGRAMS, COMPARATIVE ANALYSIS, EARNING PROCESSES, DROPOUT PROBLEMS, LINGUISTICS, LITERACY DUCATION, READING MATERIALS, ABILITY GROUPING, LANGUAGE KILLS,

A LISTING OF 143 IMPORTANT RESEARCH REPORTS COMPLETED ON EADING AND CLOSELY RELATED TOPICS COVERING PRESCHOOL THROUGH OLLEGE AND ADULT YEARS IS PRESENTED. RELEVANT ISSUES OF "RESEARCH IN EDUCATION," THE "OFFICE OF EDUCATION RESEARCH EPORTS, 19656-65, RESUMES" (OE-12029, $1.75), AND "OFFICE OF DUCATION RESEARCH REPORTS, 1956-65, INDEXES" (OE-12028, 2.00) WERE REVIEWED, AND DOCUMENTS PRESENTING DISCUSSIONS OF ESEARCH ON READING AND ALLIED TOPICS WERE SELECTED FOR INCLUSION. THE BIBLIOGRAPHY PROVIDES A COMPREHENSIVE REVIEW F ALL USOE PROJECTS ON READING FUNDED BY THE BUREAU OF ESEARCH SINCE ITS INCEPTION IN 1956. EACH ENTRY INCLUDES ITATION, DATA, INDEX TERMS, AND A DESCRIPTIVE ABSTRACT OF THE CONTENTS OF THE DOCUMENT. ALL DOCUMENTS ABSTRACTED ARE VAILABLE FROM EDRS/NCR. COMPLETE INFORMATION ON MICROFICHE AND HARD COPY PRICES IS INCLUDED WITH EACH DOCUMENT AS IS THE D NUMBER NECESSARY FOR ORDERING EACH DOCUMENT. (AUTHOR)

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reading review series

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OFFICE OF EDUCATION

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CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING
national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers,
strators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooper-
with the Educational Resources Information Center of USOE.

ERIC/CRIER READING REVIEW SERIES

Volume 1 Bibliography 5

USOE Sponsored Research on Reading

James L. Laffey
Indiana University

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

March, 1968

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USOE Sponsored Research on Reading provides a listing of important research completed on reading and closely related topics. Relevant issues of Research in Education, the Office of Education Research Reports, 1956-65, Resumes (OE-12029, $1.75), and Office of Education Research Reports, 1956-65, Indexes (OE-12028, $2.00) were reviewed and documents which discussed research on reading and allied topics selected for inclusion.*** The bibliography provides a comprehensive review of all USOE projects on reading funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms and a descriptive abstract of the contents of the document. All documents are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Complete information on microfiche and hardcopy prices is included with each document along with the ED number necessary for ordering the document. (The four digit number to the upper left of each entry is the ERIC/CRIER internal identification number for the documents).

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6563

Quantitative and Qualitative Analyses of Exogenous and Endogenous Children in some Reading Processes.

By: Capobianco, Rudolph J. & Miller, Donald Y.
Syracuse Univ., N. Y., Research Institute
Report Number CRP-019 Pub Date: 58
Contract OEC-SAE-6418
ED 002 747 EDRS Price MF-$0.50 HC-$2.84 71P.

Descriptors: *Curriculum Planning, *Mental Retardation, *Reading Processes, *Retarded Children, New York, Reading Tests, Riggs and Rain Classification System, Stanford Binet Test, Syracuse, Syracuse Visual Figure Background Test.

The purpose of the present study was to investigate these aspects of the reading process--(1) silent and oral reading achievement, (2) pattern of reading errors, (3) and auditory and visual perception techniques. The fact that comparisons between the exogenous and endogenous groups on the quantitative and most of the qualitative aspects of test performance did not appear statistically significant tends to indicate that the degree of general disturbances of behavior of the exogenous group is not sufficient at this time to interfere with the acquisition of reading skills over and above the difficulties encountered by the endogenous group. (JL)

6564

Language Achievements of Mentally Retarded Children.

By: Durrell, Donald D. & Sullivan, Helen B.
Boston Univ., Mass.
Report Number CRP-014 Pub Date: 58
ED 002 789 EDRS Price MF-$0.25 HC-$1.48 37P.

Descriptors: *Comparative Analysis, *Language Development, *Language Instruction, *Mental Retardation, *Retarded Children, Achievement Tests, Boston, Educational Research, Listening Skills, Massachusetts, Reading Achievement, Remedial Instruction, Speaking Skills, Writing Skills.

The objectives of the study were--(1) to discover variations in language achievements of children at different levels of mental retardation, (2) to discover "open channels" for current education of these children, (3) to chart the frequency of specific difficulties in the intake and output ideas through language, and (4) to identify language weaknesses which usually respond rapidly to remedial instruction. A series of standard and clinical tests of listening, reading, speaking, and writing were administered to 209 children in classes for the mentally retarded. These included 67 children in primary grade classes and 142 children in intermediate grade classes. Listening comprehension was found to be the best language channel for learning. Among the primary grade mentally retarded, listening comprehension was consistently higher than would be expected from the mental ages of the children. Reading ability is lower than would be expected for mental age, markedly below the level of listening comprehension. Informal tests and observations showed primary grade children to be fairly competent in speaking and oral recall. Intermediate grade children did not show the advance in speech competence that would normally be expected. The listening comprehension of these children indicates a power to handle ideas through language much above the expectations from mental age results. An enriched and systematic program in the various language skills should produce marked gains. (JH)

6565

The Drop-Out Problem in Iowa High Schools.

By: Van Dyke, L. A. & Hoyt, K. B.
Iowa Univ., Iowa City, Coll. of Education
Report Number CRP-160 Pub Date: 58
Iowa State Dept. of Public Instr., Des Moines
ED 002 793 EDRS Price MF-$0.50 HC-$3.88 97P.

Descriptors: *Dropout Identification, *Dropout Prevention, *Dropout Research, *Dropouts, *School Holding Power, Des Moines, High Schools, Iowa, Iowa City.

The objectives of the project were to identify the characteristics of dropouts and of pupils who persist in secondary schools, and to identify the differences between schools with high and low holding power. Information was gathered from approximately 73 schools or 10 percent of the secondary schools in Iowa. The study considered the individual student's intelligence,reading grade level, achievement test scores, report card grades, and participation in extracurricular activities. Other data presented such aspects of the school program as size, teacher load, scope and nature of curriculum, marking and promotion policy, activity program, provision for individual differences, and guidance and counseling services. Such personal characteristics of youth as low intelligence, lack of scholastic success, low economic level of father's occupation, parental lack of education, and lack of participation in school activities were found to be positively correlated with withdrawal from high school. The larger schools have a poorer holding power. A good guidance and counseling program and a curriculum which provides for differences in ability could do much to overcome the forces that are influencing youth to leave school before graduation. (GC)

6566

How Can Reading be Taught to Educable Adolescents Who Have Not Learned to Read.

By: Boyle, Ruth C.
Newark State College, Union, N. J.
Report Number CRP-162 Pub Date: 59
Contract Number OEC-SAE-6903
ED 002 794 EDRS Price MF-$0.75 HC-$7.36 184P.

Descriptors: *Adolescents, *Beginning Reading, *Mental Retardation, *Reading Improvement, Background, Comparative Analysis, Educable Mentally Handicapped, Experimental Programs, Learning Experiences, New Jersey, Reading Instruction, Reading Levels, Reading Readiness, Teaching Methods, Union.

A reading program was studied and tested for mentally retarded adolescents who read significantly below expectancy. This report reflects an original attempt to develop an experimental program only for those educables who have not learned to read. This plan was discontinued when preliminary screening revealed only a few nonreaders among the community areas chosen for the study. The investigation covered the following areas--(1) an investigation of background factors relating to reading achievement, (2) an inquiry into levels of reading expectancy for educables, including the kinds and amount of reading which might be needed, and (3) an experiment with reading methods, materials, and procedures. The program emphasized reading through the experience-method approach which makes use of individual interests and experiences in practical and meaningful ways throughout the school day. Traditional and semi-experience approaches were also used to make a comparative study. Program results gave evidence that educables are capable of higher achievement when appropriate emphasis is placed on a specific academic area such as reading. It was the emphasis itself that seemed important to reading progress, not the particular methods through which emphasis was applied. (JH)

6567

The Effects of a Preschool Program upon Young Educable Mentally Retarded Children--Volume 1, Measurable Growth and Development.

By: Fouracre, Maurice H. and others
Columbia Univ., New York, Teachers College
Report Number CRP-167-1 Pub Date: 62
Contract OEC-SAE-6444
ED 002 796 EDRS Price MF-$0.75 HC-$5.60 140P.

Descriptors: *Academic Achievement, *Child Development, *Group Experience, *Mental Retardation, *Preschool Programs, *Social Development, Achievement Gains, Curriculum Development, Educable Mentally Handicapped, Educational Experiments, Identification, Instructional Materials, Language Ability, Medical Evaluation, New York, New York City, Parent Attitudes, Psychological Evaluation, Teacher Evaluation, Teaching Methods.

An experimental program for educable retardates, ages 4 to 6 years, was conducted to study the effects of planned group participation upon individual adjustment, structured training programs upon individual learning, the preceding two activities upon later school adjustments and learnings, and parental attitudes upon overall child development. The objectives of the program were to produce information relating to the development of teaching methods and materials, hypotheses regarding patterns of academic growth and social achievements, and recommendations for further research in preschool education for the mentally retarded. Children were divided into experimental and control groups, and statistical data were obtained from a cross-sectional, longitudinal matrix of physical examinations, social case work, speech and drawing records, and other classroom reports and observations. Early identification techniques, preservice and inservice educational programs, understandings of socio-economic and medical backgrounds, and testing research are discussed in summaries of project implications and recommendations. (JH)

6568

Language Ability in the Middle Grades of the Elementary School.

By: Loban, Walter
California Univ., Berkeley
Report Number CRP-324   Pub Date: 1 Mar 61
Contract OEC-SAE-7287
ED 002 837   EDRS Price MF-$0.75 HC-$5.96   149P.

Descriptors: *Language Ability, *Language Development, *Language Fluency, *Oral Communication, *Reading, *Writing, Berkeley, California, Elementary School Students.

The objective of the report was to investigate and evaluate children, K-6, in language development--its use, control, and effectiveness in oral, written, and reading communication. The study was also concerned with developing fundamental methods of analysis to aid the scientific study of children's language for the future. The samples of language were drawn from 338 primary school children at regular intervals over a 4-year period. Two subgroups, representing high and low language proficiency, were selected from the total group. The controlled individual interview situation was identical for all subjects. Data included records of the subjects' speech, writing, reading, and listening and information on health, mental ability, socioeconomic status, school achievement, and school attendance. In the first phase of the study the most important achievement was the establishment of the objective methods of analysis. By combining the concept of a semantic syntactic unit with phonological methods of segmentation, and by identifying and dealing with the non-communicative elements, the mazes, a new and useful method of language analysis was shaped. In the first 4 years of schooling, the subjects showed notable increase in fluency, effectiveness and control, structural control, conventional usage and grammar, coherency through the use of subordination, tentative thinking through the use of provisional and conditional statements, reading and writing, and control of mazes, and showed a positive relationship among the language arts. (GC)

6569

Relationship of the Self-Concept to Beginning Achievement in Reading.

By: Wattenberg, William W. & Clifford, Clare
Wayne State Univ., Detroit, Mich.
Report Number CRP-377　　Pub Date: 62
Contract OEC-SAE-7789
ED 002 859　　EDRS Price MF-$0.50 HC-$2.60　　65P.

Descriptors: *Comparative Analysis, *Kindergarten Children, *Reading Achievement, *Reading Difficulty, *Self Concept, Detroit, Michigan, Reading Research, Statistical Data.

This exploratory study was designed to analyze data to determine if the association reported by other investigators linking low self-concepts to reading difficulties was correct or was caused by unfortunate experiences in reading undermining self-concepts. A sample of 185 kindergarten entrants was interviewed and observed for ratings in relation to their self-concept. Two years after completion of kindergarten, the pupils were again measured or rated as to (1) self-concept, and (2) ego strength. Two series of statistical treatment were utilized--(1) a dichotomized indication of reading progress, and (2) subgrouping by sex, socioeconomic class level, type of school, and present reading book. The results of this study would suggest that measures of self-concept at the kindergarten level would add significantly to the predictive efficiency now attainable through mental ability tests. It would appear that the self-concept stands in a causal relationship to reading achievement, and that progress in reading does not have a marked effect in the formation of the self-concept. Recommendations are made for more research in this area using a variety of techniques and designs. (GC)

6570

Conversational English for Non-English-Speaking Children.

By: Cooper, James G.
Guam College, Agana
Report Number CRP-477 Pub Date: 62
ED 002 883 EDRS Price MF-$0.25 HC-$1.08 27P.

Descriptors: *Language Arts, *Language Handicaps, *Non-English Speaking, *Oral English, *Reading Readiness, Agana, California Achievement Test (CAT), Elementary Schools, English Instruction, Guam, Lado's Test of Aural Comprehension, Linguistics, School Achievement Test.

A 4-year language arts program was begun on Guam using two new approaches. It was felt that the primary grades language arts program should include (1) a year of conversational English, followed by the usual reading activities in grades two and three and (2) one-half year of conversational English followed by the usual reading activities. It was hypothesized that both of these approaches were superior to the standard method, namely, the early introduction of formal reading in the first grade, and that these superiorities were apparent by the end of the third grade, or possibly the fourth. At the end of the first year, a test of oral English and the school achievement test were given to all pupils. During the spring of the third year, the California Achievement Tests and the picture section of Lado's test of aural comprehension were given. Finally, the reading section of the California Achievement Test was given toward the end of the fourth year. It was recommended that a language arts program should include a longer period of time devoted to teaching conversational English, and that this would improve the subsequent learning of reading and listening skills. (JL)

6571

Effectiveness of Centralized Library Service in Elementary Schools (Phase I).

By: Gaver, Mary V.
Rutgers, the State Univ., New Brunswick, N. J.
Report Number CRP-489 Pub Date: 60
Contract OEC-489-SAE-8132
ED 002 884 EDRS Price MF-$1.00 HC-$8.76 219P.

Descriptors: *Elementary School Libraries, *Elementary School Students, *Library Services, *Library Standards, *Reading Achievement, Library Skills, New Brunswick, New Jersey, Reading Development, Reading Improvement, Reading Interests.

The characteristic abilities and achievement in reading and other related skills and understandings of elementary school children who had access to centralized library services were compared with those who did not. Data were gathered from six schools with varying school library provisions which included examples of -- (1) a centralized school library with a qualified school librarian and a collection meeting high quantitative and qualitative standards, (2) classroom collection of books but no centralized library, and (3) a centralized collection of books not attended by a qualified librarian. Measures were developed and applied to such areas as--(1) the provision of library-related materials, (2) the accessibility of resources and services, (3) the extent of library-related activities, (4) the degree of mastery of library skills, and (5) the amount and kind of reading done by children. Scores were studied in terms of--(1) their relationship to measures of educational achievement of sixth-grade children and socioeconomic status of parents and (2) their ability to differentiate between schools having varying categories of library provision. The measures differentiated in favor of the school library category in most, though not all, cases for the sample. (TC)

6572

The Perception of Music Symbols in Music Reading by Normal Children and by Children Gifted Musically.

By: Petzold, Robert G.
Wisconsin Univ., Madison, Sch. of Educ.
Report Number CRP-554   Pub Date: 59
Contract OEC-SAE-8167
ED 002 899   EDRS Price MF-$0.75 HC-$5.52   138P.

Descriptors: *Elementary School Students, *Music Education, *Music Techniques, *Talented Students, Comparative Testing, Gifted, Grade 4, Grade 5, Grade 6, Group Tests, Madison, Music Activities, Music Reading, Wisconsin.

This study was concerned with identifying the differences between children of average musical ability and children gifted musically as they engaged in certain music activities. Data were obtained from tests of 227 Madison, Wisconsin, Public School children, grades 4-6. The tape-recording test was in 2 phases--(1) 89 children, selected at random and undifferentiated in terms of musical ability, were given 3 trials to attempt to learn a set of 10 different tonal configurations, and (2) 138 average and gifted children were given 8 trials to learn 5 tonal configurations and a similar number of trials to learn a song using the same configurations. The results of the study showed no significant differences between boys and girls in their ability to read music or between grade levels on knowledge of musical notation. However, sixth-grade students learned the tasks at a superior rate. Musically gifted students read music at a rate three or four times faster. Aural-oral imitation of items was considered easier than responding to visual stimuli, but subjects were unable to perceive a grouping of notes as a whole. The study tended to support the point of view that a higher level of music reading competence depends upon providing children with activities which will enable them to understand and use the concept underlying notation. (GC)

6573

Studies of the Effects of Systematic Variations of Certain Conditions Related to Learning. II. Conditions of Practice.

By: Blake, Kathryn A. and others
Georgia Univ., Athens, Off. of General Research
Report Number CRP-695   Pub Date: 61
Clarke County School District, Athens, Ga.
ED 002 928   EDRS Price MF-$1.50 HC-$ 15.00   375P.

Descriptors: *Learning Processes, *Reading Processes, *Writing, Academic Achievement, Clarke County, Georgia, Mentally Handicapped, Stanford Binet Test of Intelligence, Superior Students, Verbal Communication.

This investigation studied the effects and interaction of selected practice, task, and subject variables on learning performance. Subjects selected were retarded, normal, and superior caucasian pupils. Each was administered eight tasks formed by combining the task meaningfulness and recitation type variants. These tasks were administered in conjunction with six combinations of material and practice distribution variants. The specific combinations of variants administered to subjects as they performed tasks were determined by particular base cell groups. In turn, combination of variants administered subjects in a base cell group was changed from task to task. Two practice variables, recitation type and amount of material, each affected learning performance, while the third, practice distribution, did not. The task variable, meaningfulness of material, did not affect learning performance. Among the subject variables, mental age affected learning performance, while chronological age, intelligence level, and sex did not. Generally, no interactions occurred. Differences were present between groups formed by the several combinations of the practice, task, and subject variables. However, there was no evidence that these differences were consistently and systematically heterogenous. (JL)

6574

The Substrata-Factor Theory--Substrata Factor Differences Underlying Reading Ability in Known-Groups.

By: Holmes, Jack A. & Singer, Harry
California Univ., Berkeley
Report Number CRP-538   Pub Date: 61
Contract OEC-SAE-8176
ED 002 964   EDRS Price MF-$1.50 HC-$14.88   372P.

Descriptors: *Behavior Patterns, *Group Dynamics, *Reading Ability, *Reading Comprehension, *Reading Speed, Academic Performance, Behavioral Sciences, Berkeley, California, High School Students, Individual Characteristics, Intelligence Differences, Personal Interests, Psychological Patterns, Sex Differences.

This experiment was designed to further earlier investigations of the general "substrata-factor theory of reading" and to test two hypotheses at the high school level of such known-groups as (1) total, (2) boys versus girls, (3) bright versus dull, (4) fast versus slow readers, and (5) powerful versus nonpowerful readers. The major hypothesis stated that different known-groups use different substrata-factor hierarchies for the purpose of reading with speed and/or power. The minor hypothesis was that a person must learn to read by learning to integrate that characteristic hierarchy or working-system of substrata factors which will maximize the use of his strong abilities or skills and minimize the use of his weak ones. Approximately 50 independent test variables were used for diagnostic comparison among the known-groups of the study. The major categories of these variables consisted of mental abilities, linguistic abilities, verbal perception, listening comprehension, elements of musical ability, academic attitudes-habits, interests, emotional and social problems, musical appreciation, and chronological age. Centroid factor analyses were made of the correlation matrices obtained for the total and known-groups, and these results were compared with the results of the substrata analyses. These studies gave conclusive proof of the correctness of the major hypothesis. As a general statement, the minor hypothesis was not substantiated, but means were provided by accumulated study evidence to modify the hypothesis in order to make it valid. A synthesis of centroid and substrata factors was then made and a preliminary foundation of reading ability criteria prepared. (JH)

6575

A Basic Research Program on Reading.

By: Levin, Harry and others
Cornell Univ., Ithaca, N. Y.

Report Number CRP-639
ED 002 967 EDRS Price MF-$1.50 HC-$15.72 393P.

Descriptors: *Educational Experiments, *Learning Experience, *Reading Development, *Reading Processes, *Reading Research, Experimental Programs, Ithaca, New York, Phonetics, Spelling, Writing.

A theoretical analysis of the reading process, both psychological and linguistic, and the studies developing from the analysis formed the basis for this research program on reading. A research group was organized as a loose federation with each of the principal investigators pursuing his own ideas and taking responsibility for them. The completed studies (22 in number) are presented in the report, falling into several groups. Group one covered the acquisition of reading skill through such activities as (1) learning to speak one's language, (2) discrimination of letters, (3) learning to decode graphic symbols to their appropriate speech symbols, and (4) forming or discovering higher units for rapid reading. Group two discussed (1) the relationship between reading and writing, (2) the learning of grapheme-to-phoneme correspondences, and (3) the sources of confusion errors in the recognition of word forms. Group three discussed the role played by various types of stimulus attributes when they are present as competing cues in tasks requiring a child to make comparative similarity judgments. Group four analyzed some of the implications of linguistics for the process of reading. Group five covered research aimed at the empirical definitions of units in language. (AW)

6576

The Language of Elementary School Children--Its Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children.

By: Strickland, Ruth G.
Indiana Univ., Bloomington, Sch. of Education
Report Number CRP-561 Pub Date: Jul 62
Contract OEC-SAE-8171
ED 002 970 EDRS Price MF-$0.75 HC-$5.88 147P. Bulletin of the School of Education, Indiana Univ., 38(4)

Descriptors: *Language Patterns, *Linguistic Patterns, *Oral English, *Reading Materials, *Speech Habits, Bloomington, Educational Quality, Elementary School Students, Grammar, Indiana, Phonology, Reading Skills, Speech Skills, Textbooks.

This study was designed to (1) analyze the oral language structure of first- through sixth-grade children, (2) compare that structure with the language structure in books by which children are taught to read, and (3) ascertain, at the second-grade level, the influence of any determined differences on the quality of reading, reading interpretation, and listening skills of children. The oral language of almost 600 children was first recorded and then analyzed for syntactic structure. These language patterns were then compared to those used in certain sets of reading textbooks and to specific predetermined standards of reading quality. Results from an analysis of these data showed great flexibility in the oral language patterns used by the subjects. It seemed safe to conclude that children learn the basic structures of their language at an early age. Findings also showed that the oral language children use is far more advanced then the book language in which they are taught to read. Further study was recommended to determine whether or not book language, used currently in the elementary reading curriculum, should be modified to the levels at which students speak. It was also suggested that additional work be done in helping children to recognize and understand the entire phonemic scheme of English so as to turn the stimulus of printed symbols into oral language patterns for both comprehension and interpretation. No evidence was obtained in this study regarding the relationships existing between a child's use of speech patterns and the number of grammatical errors in speaking. (JH)

6577

Problem-Solving Proficiency Among Elementary School Teachers, III. Teachers of Reading Grades 2-5.

By: Wade, Eugene W.
Indiana Univ., Bloomington, Inst. of Educ. Res.
Report Number CRP-419-3 Pub Date: Jan 61
ED 002 972 EDRS Price MF-$0.25 HC-$1.84 46P.

Descriptors: *Problem Solving, *Reading Instruction, *Skill Development, *Teacher Evaluation, *Test Validity, Bloomington, Effective Teaching, Elementary School Teachers, Indiana, Intelligence, Reading Comprehension, Teaching Quality, Test Construction.

A reliable normative test covering a sample of teaching skills in reading instruction for grades 2-5 was constructed and validated. The hypothesis was made that teachers become more skillful in solving teaching problems as they gain experience. It was suggested that a valid test of teacher skills in reading should therefore reflect this process. Samples of teachers, student teachers, and education undergraduates were tested and compared, cross sectionally, on each of nine subtests and on a total test score. All comparisons revealed higher proficiency among the more experienced on the total test scores, although some discrepancy was found in the subtesting. Secondary correlations were made between the reading-problems test and selected independent variables, particularly

6579

Comprehension of Rapid Speech by the Blind, Part 1.

By: Bixler, Ray H. and others
Louisville Univ., Kentucky
Report Number CRP-1005-Pt. 1 Pub Date: 61
ED 003 003 EDRS Price MF-$0.25 HC-$1.84 46P.

Descriptors: *Blind Children, *Instructional Innovation, *Reading Instruction, *Speech Compression, Audition (Physiology), Braille, Grade 6, Grade 7, Grade 8, Instruction, Instructional Technology, Kentucky, Listening, Louisville, Oral Communication, Reading Speed.

Reading comprehension of blind children reading braille selections was compared with comprehension of blind children who heard the same selections at varied rates. Changes in word rates were accomplished with speech compression techniques. Approximately 290 braille readers of both sexes from sixth-, seventh-, and eighth-grade residential schools for the blind were subjects for the study. Atypical (newly enrolled or newly blinded) subjects were excluded from the sample. Subjects were randomly divided into seven groups. One group read two braille selections. One groups was used as a control for prior learning. Separate groups of subjects listened to the selections presented at assigned word-per-minute rates (175, 225, 275, 325, 375). The selections presented included a scientific and a literary passage from controlled seventh-grade texts. Subjects listening to words at accelerated rates were given initial and controlled practice. All subjects were tested with highly reliable braille multiple choice tests. Data were treated by analysis of variance. Interactions among the types and modes of presentation were significant. Braille readers indicated no significant loss of literary comprehension through 225 words-per-minute at the 1 percent level. There was no significant loss of scientific comprehension through 275 words-per-minute. (WN)

6580

A Speech and Reading Enrichment Program.

By: Weiss, Rita S.
Colorado Univ., Boulder
Report Number CRP-2299 Pub Date: 65
ED 003 021 EDRS Price MF-$0.75 HC-$6.48 162P.

Descriptors: *Enrichment Programs, *Kindergarten Children, *Reading Instruction, *Speech Improvement, *Speech Instruction, Articulation (Speech), Boulder, Colorado, Oral Expression, Reading Readiness, Speech and Reading Enrichment Program (SAREP), Speech Education, Speech Handicaps, Speech Skills.

The effectiveness of a speech and reading enrichment program (SAREP) for teaching young children in the kindergarten classroom improved speech habits was tested and evaluated. SAREP teaches children how sounds are formed with the oral mechanism at the same time they are being taught letters and sounds in the school reading readiness program. Two matched groups of kindergarten pupils were utilized as experimental and control groups. A battery of tests was developed to measure the speech proficiency and reading readiness of the children before and after the 17-week experimental period. Results of the SAREP study appear to support the following conclusions--(1) the general speech proficiency of kindergarten children with less serious speech deviations is improved with 17 weeks of SAREP, (2) phonemic proficiency of children with more serious speech deviations is benefited, (3) the higher levels of speech proficiency of kindergarten children exposed to 17 weeks of SAREP are matched several months later in the first grade by children who have had no SAREP training, and (4) reading readiness is not enhanced by the 17 weeks of SAREP. The study suggests that the major contribution of the enrichment program to kindergarten children is to speed up speech development that would take place more slowly without SAREP. (WB)

6581

The Use of Standardized Ability Tests in American Secondary Schools and Their Impact on Students, Teachers, and Administrators.

By: Brim, Orville G. and others
Pittsburgh Univ., Pa.
Report Number CRP-2334 Pub Date: 64
Report Number TR-3
ED 003 023 EDRS Price MF-$2.00 HC-$19.56 489P.

Descriptors: *Counselors, *Student Testing, *Teacher Attitudes, Carnegie Corporation, Grade 10, Grade 12, Pennsylvania, Pittsburgh, Project Talent, Questionnaires, Russell Sage Foundation, Secondary Schools.

This is a survey of the attitudes of secondary school students, teachers, and counselors toward standardized tests. A sample of 9,148 high school students in grades 10 and 12 drawn from 75 public, 9 private, and 10 parochial schools was surveyed concerning student attitudes toward standardized tests. In addition, 1,754 teachers and 188 counselors responded to the students' questionnaire and took the project talent reading comprehension test. The report contains detailed presentations of the item responses. (JK)

6582

Contextual Constraints in the Language of the Child.

By: Carterette, Edward C. & Jones, Margaret H.
California Univ., Los Angeles
Report Number CRP-1877 Pub Date: 65
ED 003 025 EDRS Price MF-$0.75 HC-$6.76 169P.

Descriptors: *Cognitive Processes, *Learning Difficulties, *Oral Communication, *Verbal Learning, *Written Language, California, Child Development, Cognitive Development, Effective Teaching, Language Development, Language Patterns, Learning Processes, Los Angeles, Oral Expression, Reading Ability, Reading Levels, Reading Materials, Teaching Techniques.

The extent to which redundancy of language affects the difficulty of learning verbal materials for children of several ages was studied. Samples of spoken language appropriate to children of first, third, and fifth grades and adults (as represented by junior college students) from similar socioeconomic backgrounds were collected by means of a tape recorder. Samples were analyzed for quantitative description. Sources of written language for the same age groupings were also collected in order to (1) ascertain whether any decline in redundancy occurred with progressive levels of material, (2) Determine preference of children for more or less redundancy, and (3) compare uniformity of material for the various grade levels of concern. An experimental study of the effect of redundancy upon a verbal learning task, similar to the task of reading, was also conducted. A comparison of written and spoken language was undertaken to examine various learning difficulties which arise because of differences between the two. Conclusions suggested that it is no longer possible to entertain the theory that written language is merely a translation of spoken language into visual symbols. Techniques for effective teaching should therefore be different for written and spoken languages. (WB)

6583

The Development of Textual Behavior and its Function in Communication.

By: Staats, Arthur W. and others
Arizona State Univ., Tempe
Report Number CRP-1048 Pub Date: 62
ED 003 030 EDRS Price MF-$0.50 HC-$3.20 80P.

Descriptors: *Conditioned Response, *Language Development, *Reading Skills, *Reinforcement, *Verbal Learning, Arizona, Conditioned Stimulus, Grade 4, Grade 5, Rewards, Tempe, Verbal Communication, Verbal Development.

Five studies are reported of operant conditioning and language development principles in reading. The first study outlined the rationale and principles underlying the project. The second study initiated and refined applications of reinforcement procedures for studying effects of discrimination training on reading. Study number three demonstrated the relevance of reinforcement for reading acquisition. The fourth study involved 4-year-old children (2 boys, 1 girl) entering the campus laboratory school. The children used a response reinforcement apparatus which provided candy, pennies, or toys as rewards for appropriate responses on two types of language discrimination tasks. The system provided self-variable reinforcers. Results demonstrated the feasibility of using the experimental procedure for long periods with individual subjects. Results and conclusions from the first four experiments were then used in four separate experiments designed to study the manner of developing evaluative meanings in reading. These experiments in the fifth study were conducted concurrently. Eighty students in the fourth and fifth grades participated. Children were brought under experimenter control and required to respond to a forced choice format for testing semantic differentiation. Subjects were required to select syllables associated with 20 polar evaluative terms randomly presented with 12 randomly inserted buffer terms. Conditioning procedures established evaluative meanings in all but one group. Results of an analysis of variance are presented comparing semantic differential performance among the five study experiments. (WN)

6584

Visual and Auditory Efficiency and its Relationship to Reading in Children.

By: Katz, Phyllis A. & Deutsch, Martin
New York Medical College
Report Number CRP-1099   Pub Date: 63
ED 003 042   EDRS Price MF-$0.50 HC-$3.20   80P.

Descriptors: *Auditory Discrimination, *Learning Difficulties, *Learning Processes, *Reading Achievement, *Visual Discrimination, Auditory Perception, New York, New York City, Reading Ability, Reading Development, Visual Perception, Child Development, Concept Formation.

The relationships between auditory and visual functioning and reading achievement were explored. An additional objective was to investigate the influence of developmental factors on these variables. A wide range of auditory and visual skills was sampled in poor and normal readers at three different grade levels (first, third, and fifth). Data obtained under experimental conditions included--(1) reaction time to lights and tones, presented sequentially, (2) vigilance performance under conditions of auditory, visual, and combined auditory-visual presentation, (3) auditory and visual discrimination skills with meaningful and nonmeaningful material,

(4) auditory and visual span of words and digits, (5) auditory and visual serial learning of words, and (6) concept formation skills. Results of this study indicated that reading may be adversely affected by any one of the psychological processes of discrimination, memory, learning, and conception. It was also determined that difficulties in attending, memorizing, or learning within particular sensory modes are related to reading retardation. It appeared that the reading levels of younger children were affected by difficulties in discrimination. (WB)

6585

Administering a Listening Comprehension Test Through Use of Teacher-Readers, Sound Film, and Tape Recordings.

By: Stodola, Quentin and others
North Dakota State Univ., Fargo
Report Number CRP-1266 Pub Date: 62
North Dakota Univ., Grand Forks
Report Number OE-10-020
ED 003 062 EDRS Price MF-$0.25 HC-$1.68 42P.

Descriptors: *Auditory Visual Tests, *Comprehension Development, *Effective Teaching, *Listening Skills, *Reading Ability, Fargo, Films, Grand Forks, Listening, Listening Comprehension Tests of the Sequential Tests of Educational Progress, North Dakota, Public Schools, Reading Levels, Tape Recordings, Teacher Qualifications, Teaching Quality.

An experiment was conducted in a typical school situation to determine if variations among teacher presentations of listening tests (reading abilities) have different effects on the results of these tests. Listening tests were administered to pupils of the public schools in Fargo, North Dakota, at the high school, junior high school, and elementary school levels. At each grade level, a listening comprehension test was given by four different methods to groups of five class units to which pupils and teachers had been randomly assigned. The methods were--(1) the regular classroom teacher read the test following the test publisher's directions, (2) the classroom teacher read the test after receiving special training for 2 hours, (3) the classroom teacher gave the test using a prepared professional motion picture with sound, and (4) the classroom teacher administered the test using a prepared recording, duplicating the audio portion of the movie. Mean scores were determined for each class unit and subjected to analysis of variance. For all levels and units, there was little evidence of presentation differences causing undue variation in test scores. Relative to methods, only at the high school level was there a major difference in scores. Here the movie group scored significantly higher than other groups, indicating greater pupil comprehension. (JC)

6586

Influence of Special Programs on the Development of Mental Age and Reading.

By: Robbins, Melvyn P.
Chicago Univ.
Report Number CRP-S-349 Pub Date: 65
British Columbia University, Vancouver, Canada
ED 003 080 EDRS Price MF-$0.50 HC-$2.48 62P.

Descriptors: *Program Evaluation, *Reading Development, *Retarded Children, *Retarded Readers, *Teaching Methods, Canada, Chicago, Delacato's Neurological Organizational Theory, Illinois, Neurologically Handicapped, Reading Programs, Vancouver.

The purpose of this study was to measure the effects on the intellectual, mathematical, and reading development of retarded readers resulting from two programs--(1) a program based on Delacato's neurological theory that an individual's performance abilities (such as reading) are functionally related to his anatomical progress, and (2) a nonspecific program intended to induce the Hawthorne effect. Three groups, of approximately 50 children each, participated in the study. In addition to their regular reading, members of the experimental group were given special activities intended to enhance neurological organization and consequently to eliminate reading difficulties. A program of varied activities was added to the reading program of the second group, while the control group continued the regular reading program. Results of the study did not support the contention that the addition of activities intended to promote neurological development would enhance reading development, and did not support the contention that reading can be used as a clinical index of the quality of neurological organization, which was measured in this study by creeping and laterality. In addition, no evidence of operation of the Hawthorne effect was found. Neither the experimental program nor the nonspecific program produced any improvement in reading, mathematics or intelligence. (AL)

6587

Development of Reading and English Language Materials for Grades 7-9 in Depressed Urban Areas.

By: Smiley, Marjorie B.
City Univ. of New York, Hunter College
Report Number CRP-H-022 Pub Date: Oct 65
Contract SAE-OE-3-10-015
ED 003 081 EDRS Price MF-$0.25 HC-$1.96 49P.

Descriptors: *Disadvantaged Environment, *English Curriculum, *Instructional Materials, *Junior High Schools, *Teaching Guides, Disadvantaged Youth, English Instruction, Evaluation, Gateway English, New Grammar, New York, New York City, Project English.

English curriculum materials (Gateway English) developed for use with seventh-grade disadvantaged students were informally evaluated. The experimental materials included (1) teaching manuals, (2) daily lesson plans, and (3) project English materials selected to promote development of speaking, listening, and viewing habits. Materials were designed for use with students who averaged 1 to 1½ years below national or regional English and reading norms. The materials were used by teachers in 12 New York City junior high schools which serviced the disadvantaged. Reactions to the materials were solicited from parents, teachers, pupils, and language arts consultants. Pupil reactions were also observed. Parent reactions were too fragmentary to permit firm conclusions. Generally favorable reactions were expressed by the teachers of the disadvantaged pupils and the students in the classes. Human relations themes introduced by the materials were observed to be useful for improving classroom interpersonal behavior. Findings were used to determine requirements for revision and subsequent development of eighth- and ninth-grade materials. (WN)

6588

A Demonstration of the Use of Self-Instructional and Other Teaching Techniques for Remedial Instruction of Low-Achieving Adolescents in Reading and Mathematics, Final Report.

By: Homme, Lloyd E.
TMI Institute, Albuquerque, N. M.
Report Number NDEA-VIIB-487   Pub Date: 13 Aug 65
Contract OEC-4-16-033
ED 003 150   EDRS Price MF-$0.50 HC-$4.72   118P.

Descriptors: *Academic Performance, *Adolescents, *Autoinstructional Aids, *Instructional Materials, *Low Achievers, *Programed Instruction, *Remedial Instruction, Achievement Gain, Albuquerque, Demonstration Programs, Mathematics, Motivation, New Mexico, Reading.

A demonstration project was conducted (1) to develop and test a system of instructional materials intended to provide remedial instruction in reading and mathematics for low-achieving adolescents, (2) to determine the effects of such a system on retention and job performance over a 6-month period, (3) to revise the system and prepare an instructor's utilization manual for its use, and field test it under conditions of use, both within and outside the conventional school setting, and (4) to make final recommendations concerning the development and use of instructional material intended for the school dropout or potential dropout, and to revise the utilization manual on the basis of the field testing. The project was conducted in four phases--(1) teaching, (2) record-keeping, (3) field testing, and (4) data collection and analysis. Results sufficiently confirmed project expectations, and further applications were recommended. The system appeared to provide a positive atmosphere for low achievers that is necessary to produce motivation for the pursuit of academic goals. Research was recommended in two directions--(1) further refinement of administrative techniques to reduce unfavorable teacher and student attitudes, and (2) further research into components of the system itself. An instructor's utilization manual is included in the report. (HB)

6589

Assessment of Some Newly Designed Educational Media for the Self-Teaching of Young Children in School and at Home.

By: Beck, Lester F. and others
Portland State Coll., Ore.
Report Number NDEA-VIIA-590   Pub Date: Jun 62
Grant OEG-7-35-100
ED 003 185   EDRS Price MF-$0.50 HC-$3.80   95P.

Descriptors: *Audiovisual Aids, *Autoinstructional Aids, *Experimental Programs, *Grade 1, *Reading Achievement, *Reading Programs, Elementary Education, Elementary School Students, Oregon, Oregon State Department of Education, Portland, Reading, Self Help Programs, Surveys.

The reading progress of approximately 600 first-grade pupils in 25 classrooms in Portland, Oregon, was reported. Classrooms were supplied with self-teaching materials, no materials, or with general interest or "placebo" materials. Research assistants visited all classrooms weekly. Fathers and mothers were interviewed at the beginning and at the end of the project to learn their views about the work of the school, and indirectly to determine the effect of the experimental materials on parent attitudes. Five groups of five classes each were balanced for teacher age and experience, urban-suburban location, socioeconomic standing, prior kindergarten experience, and media reading readiness scores. The experimental design permitted assessment of the relative effects of self-help units used in the classroom and at home versus their use only in the classroom. Also, it provided a basis for gauging the effects of the novelty of materials alone. Finally, the group without supplemental materials was incorporated into the design to serve as a benchmark against which the effects of the experimental units and the "placebo" materials could be contrasted. Results showed that the contributions of self-teaching materials, while manifest, were far outweighed by variations in teacher behavior and by pupil differences in reading readiness, intelligence, and family background. Individual differences in pupil performance tended to increase as the year progressed. Suggestions were offered about possible ways to help teachers help children attain a higher and more uniform level of reading achievement in their first year of school. (HB)

6590

Silent Speech During Silent Reading.

By: McGuigan, Frank J.
Hollins College, Va.
Report Number CRP-1863 Pub Date: 64
ED 003 312 EDRS Price MF-$0.25 HC-$2.04 51P.

Descriptors: *Covert Response, *Inner Speech (Subvocal), *Reading Processes, *Speech Habits, *Thought Processes, Behavior, California Reading Test, Hollins College, Interpretive Reading, Kuhlman Anderson Test, Reading Tests, Student Behavior, Virginia.

Efforts were made in this study to (1) relate the amount of silent speech during silent reading to level of reading proficiency, intelligence, age, and grade placement of subjects, and (2) determine whether the amount of silent speech during silent reading is affected by the level of difficulty of prose read and by the reading of a foreign language. Three experiments were conducted. For the first experiment 36 vacation bible school children between 6 and 11 years of age were involved. Experiment 2 involved 60 children from a public elementary school, and in the third experiment, 24 female college students served as subjects. Prior to carrying out the experiments, subjects were classified by reading and IQ levels, age, and grade placement. Disc surface electrodes recorded chin activity in the first experiment. Lip activity was recorded in the other two experiments. Reading material was presented at one end of a viewing box and was changed by a system of rollers. Microphones were used to record any audible subvocal speech. Muscle action and breathing activity were recorded for some subjects. It was concluded that the activity of silent reading either consists of, or results in, covert language responses (denoted by the term "silent speech" as measured by lip and chin movement, amplified subvocalization, and breathing rate). A total of 12 more specific conclusions are discussed. (JC)

6591

Comparisons of the Reading and Spelling Achievement and Quality of Handwriting of Groups of English, Scottish, and American Children.

By: Anderson, Irving H. and others
Michigan Univ., Ann Arbor
Report Number CRP-1903 Pub Date: 62
ED 003 313 EDRS Price MF-$1.25 HC-$13.28 332P.

Descriptors: *Comparative Education, *Handwriting Skills, *Reading Comprehension, *Spelling, Ann Arbor, Comparative Analysis, Metropolitan Achievement Test, Metropolitan Handwriting Scale, Michigan, Stanford Achievement Tests, Test Results.

A comparison was made of the performance of groups of English and Scottish children with American norms and with the performance of similar groups of American children on a series of reading and spelling tests and a handwriting scale standardized in the United States. Scores attained on the paragraph meaning and word meaning subtests of the Stanford Achievement Test, the spelling test from the Metropolitan Achievement Test (1947 Ed.), and the Metropolitan Handwriting Scale provided the basis for comparison. The data were analyzed for comparisons of central tendency of total samples, variances of total samples, central tendency of boys and girls, and for spelling errors. A detailed discussion of each of these comparisons is included. (HS)

6592

Phoneme-Grapheme Correspondences as Cues to Spelling Improvement.

By: Hanna, Paul R. and others
Stanford Univ., Calif., School of Education
Report Number CRP-1991 Pub Date: 65
ED 003 321 EDRS Price MF-$1.00 HC-$9.24 231P.

Descriptors: *English, *Orthographic Symbols, *Phonetic Analysis, *Phonetics, *Phonology, California, Comit, Linguistics, Spelling, Stanford.

An attempt was made to repeat, with refinements, the research design of the Hanna-Moore study (1953) concerning phoneme-grapheme relationships. Objectives of this study were--(1) to examine the sound-to-letter characteristics of an extended list of 10,000 words, (2) to discover to what degree the same 80 percent criterion of phoneme-to-grapheme occurrence is true throughout the American-English language, (3) to establish an index of difficulty for each word list, (4) to test reliability of certain orthographic principles, and (5) to study the relationship between the theoretical difficulty of spelling from sound-to-letter and the empirical evidence of pupil spelling performance. An index of spelling difficulty of each phoneme for 10,000 words was established. Comit programing provided (1) lists of words for each phoneme, (2) an index of difficulty, and (3) information on reliability. The study was conducted in two phases. This report is for phase one only. Data from phase one suggests that the American-English orthography may be described in terms of phonological structure of the spoken language. Several inferences are made. (JC)

6593

Relationships Between Selected Language Variables and Comprehension Ability and Difficulty.

By: Bormuth, John R.

California Univ., Los Angeles
Report Number CRP-2082 Pub Date: 64
ED 003 325 EDRS Price MF-$0.75 HC-$5.76 144P.

Descriptors: *Cloze Procedure, *Composition (Literary), *Instructional Materials, *Linguistics, *Predictive Validity, *Reading Comprehension, California, Los Angeles, Material Development, Prediction, Standardized Tests, Structural Analysis, Testing.

A study which dealt with one aspect of the question of why one language is easy to comprehend while another is not was reported. Specifically, it studied the problem of increasing the precision of readability prediction. The objectives were (1) to determine the forms and strengths of the relationships between comprehension difficulty of language and measurable dimensions (linguistic variables) of that language, (2) to try out new linguistic variables useful predictors of comprehension difficulty, and (3) to find out if useful predictions can be made of the readabilities of smaller language units. Cloze tests and a standardized test of reading achievement were applied to approximately 900 public school students in grades 4 through 8. Testing produced comparable difficulty values for each word in 20 passages. A correlation analysis of over 30 combinations of linguistic variables for each 300-word passage revealed the comparative validity of various readability prediction methods. (JM)

6594

The Use of Programmed Instruction in the Development of Recognition Skills.

By: Williams, Joanna P.
Pennsylvania Univ., Philadelphia
Report Number CRP-2100 Pub Date: 65
ED 003 349 EDRS Price MF-$0.50 HC-$3.72 93P.

Descriptors: *Learning Theories, *Programed Instruction, *Reading Readiness, *Recognition, *Skill Development, Grade 6, Linear Programing, Pennsylvania, Philadelphia, Programing.

Objectives of this research were to (1) investigate the effects of the response mode in programed instruction, (2) extend the theoretical principles on which programed instruction is based, and (3) develop effective methods of training recognition skill. A series of four experiments involving sixth-grade pupils, were reported. In experiment 1, students worked through a linear program of 2 versions, constructed-response and straight text. Immediate and delayed test scores on an objective criterion test were higher for those students who received the constructed-response version. Experiment 2 showed that performance on a constructed-response test was superior for the constructed-response training mode. Predicted interaction between the training mode and type of test item was significant. Findings from a third experiment suggested that using a combination of modes in training may lead to confusion and reduce the effectiveness of a program. Experiment 4 concerned recognition of letter-like forms, one of the primary steps in learning to read. Data suggested that a relatively large amount of time might well be devoted to transformations. (JC)

6595

A Study of a Longitudinal First Grade Reading Readiness Program.

By: Spache, George D. and others
Florida St. Dept. of Education, Tallahassee
Report Number CRP-2742 Pub Date: 65
Contract OEC-4-10-263
ED 003 355 EDRS Price MF-$1.50 HC-$14.24 356P.

Descriptors: *Academic Achievement, *Comparative Analysis, *Grade 1, *Reading Programs, *Reading Readiness, Auditory Discrimination, Florida, Language Skills, Measurement Techniques, Negro Students, Reading Tests, Tallahassee, Visual Perception.

This project analyzed a longitudinal reading program for identification of growth in abilities, and the relationship between tests. Approximately 60 pupils from control and experimental classes received intensive readiness training in visual perception, auditory discrimination, and language skills. All were tested at 25-month intervals. Analyses consisted of estimations by a variety of oral and silent reading tests. Growth curves were established according to race, age, sex, and type of group. Growth was indicated in the auditory-visual abilities for all groups. The program was found to be of value for Negro pupils. Detailed results and conclusions are presented. (RS)

6596

Rules to Aid in the Teaching of Reading.

By: Weir, Ruth H. & Venezky, Richard L.
Stanford Univ., Calif.
Report Number CRP-2584 Pub Date: 65
Contract OEC-4-1-206
ED 003 357 EDRS Price MF-$0.75 HC-$7.92 198P.

Descriptors: *Graphemes, *Linguistics, *Phonemes, *Phonetics, *Reading Instruction, *Spelling, *Structural Analysis, California, Computer Programs, English, Instructional Materials, Stanford.

A linguistic model development for describing spelling-to-sound correspondences was undertaken and a number of spelling-to-sound patterns analyzed, continuing an earlier study performed under project no. S-039 (ED 003 445). Research emphasized vowel spellings and the influence of various consonants upon the pronunciations of these spellings. It was based on these hypotheses--(1) that English spelling relates not only to phonology, but also to morphology and syntax and (2) that, when viewed with this understanding, a much higher degree of regularity emerges than when understanding is confined to a simple letter-to-sound relationship. Raw data were accumulated through use of a digital computer. Such basic sets of correspondences as--(1) spelling-to-morphophoneme, (2) morphophoneme-to-morphophoneme and (3) morphophoneme-to-phoneme were established. It was concluded that the major emphasis in teaching the relationship between spelling and sound should center on spelling-to-morphophoneme patterns. Additional study was recommended, however, before adapting the material presented to the teaching of reading. (JM)

6597

Reading Achievements of First Grade Boys Versus First Grade Girls Using Two Approaches--A Linguistic Approach and a Basal Reader Approach with Boys and Girls Grouped Separately.

By: Wyatt, Nita M.
Kansas Univ., Lawrence
Report Number CRP-2735   Pub Date: 65
ED 003 358   EDRS Price MF-$0.75 HC-$7.16   179P.

Descriptors: *Ability Grouping, *Basic Reading, *Instructional Materials, *Reading Achievement, Achievement Gains, Comparative Analysis, Elementary School Students, Grade 1, Kansas, Lawrence, Linguistic Patterns, Phonetics, Structural Analysis, Teaching Techniques.

Sex differences in reading achievement resulting from use of two different approaches to teaching reading in the first grade were studied. A standard basal reader approach was used with reading groups divided by sex as well as ability. Pace and emphasis of instruction for the boys was adapted to suit their needs. A linguistic approach organized to suit the aptitudes of boys for transfer and inductive reasoning was used with groups divided by ability only. Each of the two experimental groups and the control group consisted of 10 first-grade classes, giving a total sample of 633 subjects. At the close of a 140-day instructional period, achievement tests were given. For word reading skill, the boys in both experimental groups excelled the control group, and the linguistic method proved superior to the basal reader approach. Girls in all three groups had significantly higher means than the boys in the same group only on the test of paragraph meaning. On nearly every measure of achievement, the linguistic approach seemed the more effective. Sex grouping was slightly advantageous for boys but appeared detrimental to girls. (AL)

6598

Effects of an Intensive Inservice Program on Teacher's Classroom Behavior and Pupil Reading Achievement.

By: Heilman, Arthur W.
Pennsylvania State Univ., University Park
Report Number CRP-2709 Pub Date: Nov 65
Report Number BR-5-0471
ED 003 359 EDRS Price MF-$0.50 HC-$3.76 94P.

Descriptors: *Grade 1, *Inservice Teacher Education, *Reading Instruction, *Teacher Experience, *Teacher Improvement, Beginning Reading, Metropolitan Reading Readiness Test, Pennsylvania, Pintner Cunningham Primary Abilities Test, Reading Achievement, Reading Development, Stanford Achievement Test, Teacher Seminars, University Park.

An investigation was made to gauge the effects of an intensive, inservice training program on teachers' classroom behavior and reading achievement of pupils taught by participating teachers. A total of 30 first-grade teachers volunteered for participation. One-half of this total was assigned to an experimental group, and the other half to a control group. Teachers in the experimental group attended a 2-week preschool seminar and participated in 25 2-hour seminar sessions held during the first 30 weeks of the school year. Content of the seminars focused on an analysis of reading research related to first-grade reading instruction and selected "newer trends" in beginning reading. All pupils for both instructor groups were given the "Metropolitan Reading Readiness Test" and the "Pintner-Cunningham Primary Abilities Test" as pretests. After 140 days of instruction, pupils were administered the 5 reading subtests of the Stanford Achievement Test. Analysis of variance revealed no significant differences in reading achievement between pupils of teachers in the control group and those in the experimental group. Mean differences favored the experimental group. The experiences provided in the program were conducive to helping teachers use new techniques and realize the importance of continued professional growth. (JC)

6599

An Attempt to Secure Additional Evidence Concerning Factors Affecting Learning to Read.

By: Hayes, Robert B. & Nemeth, Joseph S.
Pennsylvania State Dept. of Pub. Instr., Harrisburg
Report Number CRP-2697 Pub Date: 65
ED 003 360 EDRS Price MF-$0.25 HC-$2.16 54P.

Descriptors: *Beginning Reading, *Elementary Education, *Reading Materials, *Teaching Methods, *Textbook Evaluation, Evaluation, Grade 1, Harrisburg, ITA, Language Arts, Lippincott Reading Program, Pennsylvania, Reading Achievement, Reading Instruction, Reading Readiness Tests, Reading Tests, School Publications, Scott, Foresman Series.

A comparison was made of four different methods of teaching beginning reading. The programs studied were (1) an eclectic, "whole word" reading program presented in Scott, Foresman publications, (2) a "phonic" reading program published by J. B. Lippincott, (3) a combination eclectic, "whole word - phonic" reading program presented by Scott, Foresman materials supplemented by American Education publications' 1964 edition of "Phonics and Word Power," and (4) a language arts approach which uses the initial teaching alphabet in the materials of ITA publications. Each reading program was used in five first-grade classes. Intelligence tests, reading readiness tests, and reading achievement tests were used to evaluate reading skills of the students. The conclusions drawn were regarded as tentative and further research was recommended. However, results indicated that ITA, "Phonics and Word Power," and Lippincott gave students a faster start in some reading and spelling skills, but these differences diminished farther along in the study. Effectiveness of the reading programs also varied with ability levels of the students. Pupil achievement was found to be influenced by (1) the educational level of the parents, (2) the number of books and magazines in the home, and (3) above average teachers. (AL)

6600

First Grade Reading Using Modified Co-basal Versus the Initial Teaching Alphabet.

By: Mazurkiewicz, Albert J.
Lehigh Univ., Bethlehem, Pa.
Report Number CRP-2676 Pub Date: 65
ED 003 361 EDRS Price MF-$0.50 HC-$3.32 83P.

Descriptors: *Beginning Reading, *Grade 1, *Methods Research, *Orthographic Symbols, *Reading Instruction, *Teaching Techniques, Bethlehem, Comparative Analysis, Evaluation Methods, ITA, Language Arts, Pennsylvania, Spelling, Traditional Orthography (T.O.).

Differences between the two methods of first-grade beginning reading instruction were investigated. Approximately 920 first-grade children were divided into 2 groups which received 1 of the 2 methods. To determine the effects of certain variables on reading achievement, the children were matched in pairs. The results were gathered from one group using materials printed in traditional orthography (T.O.) and another using the initial teaching alphabet (ITA). The use of ITA in language arts was found significantly better in the development of word reading skill, but inferior to T.O. in the development of spelling skills. The inhibiting effects of phoneme-grapheme correspondence were not overcome by either methodology. Further study of the effects of ITA instruction was suggested. (RS)

6601

Effects of an Intensive Inservice Program on Teacher's Classroom Behavior and Pupil Reading Achievement.

By: Loree, M. Ray
Alabama University, University
Report Number CRP-2608 Pub Date: 65
ED 003 362 EDRS Price MF-$0.50 HC-$5.08 127P.

Descriptors: *Critical Thinking, *Elementary School Students, *Learning Processes, *Problem Solving, *Psychoeducational Processes, Alabama, Evaluation Techniques, Interviews, Junior High Schools, University.

This study was the comparison of the intellectual processes of children identified as successful problem solvers with the processes of children identified as unsuccessful. Specific attention was given to the procedure used by children to arrive at the answers of test questions. The procedure was the individual interview technique from which protocols were obtained. The protocols were analyzed for the purpose of generating hypotheses for future testing. Four major categories emerged from the analysis of the protocols and must be considered in research on problem-solving ability. They are (1) possession of information, (2) recall of knowledge, (3) extraction of information from the problems situation, and (4) combining operations (such processes as classifying, abstracting, analyzing, synthesizing, and evaluating). (JK)

6602

The Contribution of Structural Linguistics to the Teaching of Reading, Writing, and Grammar in the Elementary School.

By: Strickland, Ruth G.
Indiana Univ., Bloomington, Sch. of Education

Report Number CRP-E-005 Pub Date: Jan 64
ED 003 375 EDRS Price MF-$0.25 HC-$2.04 51P. Indiana University, School of Education, Bull., Vol. 40, No. 1

Descriptors: *Elementary Education, *Grammar, *Language Arts, *Structural Analysis, Bloomington, Educational Research, Indiana, Instructional Improvement, Language, Linguistics, Phonetics, Writing.

The problem of this study was to search the writings of recognized linguists, particularly the structural linguists, to discover what they offer which can be applied in the elementary school to improve the teaching of the reading, writing, and grammar portions of the language arts curriculum. Three project conferences were held - two with linguists and one with supervisors of selected elementary school systems. It was concluded that few of the linguists have given specific attention to the needs of the elementary level, yet in their offerings are ideas which appear applicable. Those which seemed most promising are included in this report. Areas in which the help of linguists is needed are presented. The report also suggests some specific research problems in linguistics and provides selected references and articles which should be useful for the elementary teacher. (JC)

6603

First Grade Reading Instruction Using a Diacritical Marking System, the Initial Teaching Alphabet and a Basal Reading System.

By: Fry, Edward Bernard
Rutgers, The State Univ., New Brunswick, N. J.
Report Number CRP-2745 Pub Date: 65
ED 003 387 EDRS Price MF-$0.50 HC-$3.88 97P.

Descriptors: *Achievement, *Basic Reading, *Diacritical Marking, *Grade 1, *ITA, *Reading, New Brunswick, New Jersey, Orthographic Symbols, Phonetics, Phonics.

An investigation of two instructional methods for beginning readers which offer phonetic regularity was conducted and the effectiveness of each was then compared to a more traditional reading approach. Three methods studied and compared were (1) the initial teaching alphabet (ITA), (2) the diacritical marking system (DMS), and (3) a basal approach with traditional orthography (T.O.). Over 20 first-grade classrooms from 3 middle-class, suburban school districts were selected for study. Participating teachers were volunteers and were assigned to method groups by lot. Children received classroom assignments by normal procedures. Pre- and post-tests were selected by consultants and administered to the three method groups. Pretesting obtained measures of intelligence and reading readiness. Post-testing was accomplished, primarily, through the use of the "Stanford Achievement Test" and the "Gilmore Oral Reading Test." Instruction was conducted for 140 days, using each of the three methods in selected classes. The ITA group used the "Early to Read Series," the traditional orthography group used "Sheldon Basal Readers," and the DMS group used Sheldon readers prepared with diacritical marks. The major statistical procedure was analysis of variance between group means, using classrooms as units. Results indicated (1) there were no differences in reading achievement at the end of 1 year of instruction for any of the three methods, (2) no method was better for boys than girls, (3) no method was better for younger first-graders than older first-graders, (4) mean variations between classrooms were greater than those between methods, (5) there were no spelling ability differences (ITA pupils were allowed to spell in ITA), (6) the best predictor for reading achievement was raw score on the Pintner-Cunningham primary test, and (7) reading readiness materials are not necessary in the first-grade instructional setting. (HB)

6604

Development of Experimental Audiovisual Devices and Materials for Beginning Readers.

By: Gibson, Christine M. & Richards, I. A.
Harvard Univ., Cambridge, Mass.
Report Number CRP-E-033 Pub Date: 65
Report Number BR-5-0642
ED 003 394 EDRS Price MF-$0.50 HC-$3.96 99P.

Descriptors: *Beginning Reading, *Developmental Reading, *Reading Development, *Reading Materials, *Reading Research, Cambridge, Massachusetts, Material Development, Reading Comprehension, Reading Instruction.

This study tested the arrangement of an interrelated program of procedures that can mutually generate and nurture the learning process for beginning reading. Close, systematic observations of people of varying ages were made. The materials had been designed, field tested, and refined by a language research group at the Harvard Graduate School of Education over a number of years. Of chief importance through the whole study has been a search for the most effective learning steps and the documenting of these for wider application and evaluation. Observations in a number of classroom and laboratory situations in local school systems and with individual "subjects" have been documented and compared. A guide to the use of the materials and devices described in the report is provided, so that beginning readers may help themselves increase their competence as learners. (LP)

6605

Planning for a Reading Research Program.

By: Levin, Harry
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034 Pub Date: 65
ED 003 409 EDRS Price MF-$1.25 HC-$11.36 284P.

Descriptors: *Conferences, *Curriculum Development, *Reading Materials, *Reading Research, *Researchers, Curriculum Research, Ithaca, New York, Project Literacy, Reading Improvement, Reading Instruction, Reading Programs.

New materials, methods, and researchers were assembled to provide a research-based model for a new curriculum in the teaching of reading. Procedural methods, the interrelated functions, and bases of reading-learning were discussed in a series of four research planning conferences. Analyses and recommendations of all the studies initiated have not been completed. Continued research will provide new interest for researchers in the field and a continuing possibility for curriculum implementation. (PM)

6606

Conference on Coordination of Accepted Proposals for the Cooperative Research Program in First Grade Reading Instruction. Final Report.

By: Bond, Guy L. & Dykstra, Robert
Minnesota Univ., Minneapolis
Report Number CRP-F-062 Pub Date: 64
ED 003 422 EDRS Price MF-$0.25 HC-$0.52 13P.

Descriptors: *Conferences, *Reading Instruction, *Reading Research, *Research Committees, Cooperative Programs, Grade 1, Minneapolis, Minnesota, Research Methodology, Research Problems, Research Projects.

A 1964 summer conference was held to inform project directors of individual research centers about independent research projects in first-grade reading instruction. It was designed to produce awareness of the projects, to gain agreement and uniformity in research efforts, to appraise research designs, and to explore further participation in coordination of activity. Committees were established to prepare and submit recommendations concerning common procedures, data recording techniques, and other areas of interest. Agreement was reached on the need for common measures and procedures, and for a coordinating center. (RS)

6607

Formulation of Grapheme-Phoneme Correspondence Rules to Aid in the Teaching of Reading.

By: Weir, Ruth H.
Stanford Univ., Calif.
Report Number CRP-S-039 Pub Date: 64
ED 003 445 EDRS Price MF-$0.50 HC-$4.00 100P.

Descriptors: *Graphemes, *Linguistics, *Phonemes, *Phonetics, English, Instructional Materials, Stanford, *Reading Instruction, *Structural Analysis, California.

Study objectives were--(1) to analyze 5,000 English words to find the underlying patterns in the spelling-to-sound relationships, (2) to develop a model for mapping spelling-to-sound correspondences which not only displays in an economical fashion the underlying spelling patterns, but also reflects the spelling-to-sound habits of the mature reader, (3) to formulate all the necessary rules, based upon the model, to predict the pronunciations of all words analyzed, and (4) to abstract rules and suggestions which could aid in the teaching of reading. The data and model which were developed provided implications that simple grapheme-to-phoneme correlations are not only unproductive for prediction of sound from spelling, but also are in conflict with the underlying system of orthography. It was recommended that both morphology and syntax be considered in the selection and arrangement of words to be used in the design of teaching materials for the first three or four grades. (JM)

6608

Comparison of the Initial Teaching Alphabet with the Traditional Alphabet in First-Grade Reading.

By: Chasnoff, Robert E.
Newark State College, Union, N. J.
Report Number CRP-S-210 Pub Date: 65
ED 003 469 EDRS Price MF-$0.50 HC-$4.68 117P.

Descriptors: *Grade 1, *Measurement Techniques, *Performance Factors, *Reading Instruction, *Socioeconomic Status, Comparative Analysis, ITA, New Jersey, Standardized Tests, Teaching Techniques, Traditional Orthography (TO), Union.

A comparison of the initial teaching alphabet and the traditional alphabet in first-grade reading was conducted. Samples were selected from seven elementary schools that were representative of differing socioeconomic status. The pupils were paired into matched groups. An experimental group was taught reading by the initial teaching alphabet (ITA) method. The other group was taught by the traditional orthography (TO) method. Standardized reading tests were administered to obtain performance scores, and analysis of covariance employed. Data were also collected by observations and interviews, and chi-square statistics were used for analysis. The results indicated that the ITA groups gained significantly higher performance ratings on a test using ITA than the control group who took the test in the traditional form. There were no significant differences in scores of the total groups on tests taken in the traditional alphabet. The control groups gained significantly in spelling. The need for followup studies in later grades was mentioned. (RS)

6609

A Study of the Relationship of Certain Oculomotor Skills to Reading Readiness.

By: Efron, Marvin
South Carolina Univ., Columbia, Sch. of Education
Report Number CRP-S-211 Pub Date: 65
ED 003 470 EDRS Price MF-$0.25 HC-$2.20 35P.

Descriptors: *Eye Movements, *Preschool Children, *Reading Achievement, *Reading Readiness, *Reading Readiness Tests, Columbia, Grade 1, Kindergarten Children, Metropolitan Readiness Tests, South Carolina.

A "reading eye" camera photographed the eye movements of 46 kindergarten children of middle-range intelligence. Moving targets were used in order to measure oculomotor skills--(1) ocular mobility or freedom of movement of the eyes, (2) accuracy of fixation, and (3) visual convergence and fusion. Scores from the Metropolitan Readiness Tests, form R, were used as a measure of readiness for reading. The Metropolitan Achievement Tests also were administered in the latter half of the first grade. A Fortran program was used to calculate Pearson product moment correlation coefficients. It was concluded that there was no significant relationship between oculomotor skills of children of middle-range intelligence as measured in this study, to reading readiness or reading achievement. (JM)

6610

A Comparative Study of Beginning Reading Achievement Under Three Classroom Organizational Patterns--Modified Individualized, Three-to-Five Groups, and Whole-Class Language-Experience.

By: Marita, Sister M.
Marquette Univ., Milwaukee, Wis.
Report Number CRP-2659 Pub Date: 65
Contract OEC-4-10-263
ED 003 477 EDRS Price MF-$0.50 HC-$3.16 79P.

Descriptors: *Beginning Reading, *Classroom Arrangement, *Group Dynamics, *Reading Achievement, *Reading Interests, Ability Groupings, Achievement Gains, Comparative Analysis, Grade 1, Group Instruction, Individual Instruction, Language Enrichment, Milwaukee, Organization, Wisconsin, Writing Skills.

To assess differences in reading achievement, reading attitude, and reading progress of first-grade children of high and low mental abilities different classroom organizational patterns were used. Each organizational pattern provided a different learning situation or "treatment." The study sample consisted of 32 teachers and 810 children who were heterogeneously assigned to one of the three organizational patterns--(1) modified individualized, (2) three-to-five groups, or (3) whole-class-language-experience. Pretest measures of intelligence, readiness, and preschool experience were obtained on the children. At the end of a 140-day period of instruction, measures on achievement in reading, attitude in reading, and progress in writing were obtained. Post-test results showed no significant differences between treatments one and three, both of which produced significantly higher scores on word meaning, word study skills, and arithmetic than treatment two. Analysis of the results showed the treatments produced no significant differences with subjects of mental age above 77 months. Students below a mental age of 77 months showed differences favoring treatments one and two except in attitude toward reading which favored treatment three. One significant result of the study was that no teacher using the language-experience approach without grouping within the class, wanted to return to the typical three-to-five group organizational pattern. (AL)

6611

Reading Achievements in Relation to Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction.

By: Murphy, Helen A.
Boston Univ., Mass.
Report Number CRP-2675 Pub Date: 65
ED 003 478 EDRS Price MF-$0.50 HC-$4.56 114P.

Descriptors: *Beginning Reading, *Perceptual Development, *Phonics, *Reading Achievement, *Word Recognition, Achievement Gains, Basic Reading, Boston, Massachusetts, Grade 1, Reading Instruction, Reading Skills, Scott Foresman New Basic Readers Series, Speech Habits, Spelling, Structural Analysis, Visual Perception, Vocabulary Development, Writing Skills.

The problems examined in this study were (1) the relationship of perception of word elements to sight vocabulary growth, (2) the effect of early teaching of a speech-based phonics program on reading achievement, and (3) the value of writing emphasis in the speech-based phonics program. Three reading programs were included in the study, each used in 10 first-grade classrooms. One group followed the "gradual phonics approach" found in the Scott-Foresman readers and workbooks. A second group followed the systematic "speech-to-print phonics" program (Durrell and Murphy, 1964) with visual word study. The third group also used the "speech-to-print phonics" with an emphasis on writing responses. Test batteries were used to gather data on the three groups throughout 1 school year. The following conclusions were made on the basis of test data analysis--(1) growth in sight vocabulary in beginning reading is related to perception of word elements, (2) early teaching of speech-based phonics results in higher achievement in reading and spelling, and (3) emphasis in writing practice results in more writing and better spelling in children's compositions. (JH)

6612

Effectiveness of a Language Arts and Basic Reader Approach to First Grade Reading Instruction.

By: Stauffer, Russell G. & Hammond, Dorsey
Delaware Univ., Newark
Report Number CRP-2679 Pub Date: 65
ED 003 484 EDRS Price MF-$0.75 HC-$5.96 149P.

Descriptors: *Basic Reading, *Beginning Reading, *Grade 1, *Language Arts, *Reading Development, *Reading Instruction, Betts Basic Readers, Delaware, Ginn Basic Reader Series, Metropolitan Readiness Test, Murphy Durrell Diagnostic Reading Readiness Tests, Newark, Reading Skills, Thurstone Pattern Copying Test, Vocabulary Development.

A language arts approach to beginning reading instruction was compared with a basic reader approach. In general, it was concluded that the language arts approach to beginning reading instruction was an effective method. It produced excellent results in reading performance, word attack skills, spelling, vocabulary development, written communication as promoted by creative writing, and in handwriting. Furthermore, the technique can be used effectively with all children. (LP)

6613

Effectiveness of Three Different Basal Reading Systems on First Grade Reading Achievement.

By: Tanyzer, Harold J. & Alpert, Harvey
Hofstra Univ., Hempstead, N. Y.
Report Number CRP-2720 Pub Date: 65
ED 003 485 EDRS Price MF-$0.75 HC-$5.52 138P.

Descriptors: *Basic Reading, *Beginning Reading, *Reading Achievement, *Reading Readiness, Achievement Gains, Early-to-Read ITA Program, Grade 1, Hempstead, Intelligence Differences, Lippincott Basic Reading Series, New York, Oral Expression, Scott Foresman New Basic Readers Series, Sex Differences, Spelling, Stanford Achievement Test, Vocabulary Development, Word Recognition.

Basal reader systems for beginners were analyzed to determine the effects of specific system features on the reading achievement of first-grade children of different sex and levels of intelligence. The project covered the following systems--(1) the Lippincott "basic reading" series, (2) the "early-to-read initial-teaching-alphabet" program, and (3) the Scott-Foresman "new basic readers" series. Approximately 650 children in 26 first-grade classes were included in the experimental sample. The interactional effects of the three experimental treatments, the three levels of intelligence, and the two sexes were analyzed. The Lippincott and "early-to-read" programs utilized an approach to reading that is considerably more analytic than the Scott-Foresman program. Students using the Lippincott series experienced significantly higher achievement on the subtests of vocabulary and spelling in the "Stanford Achievement Test" than the other two groups. Among any of the three basal reader systems, the factor of sex did not produce differential results. Intelligence was not a major factor in distinguishing probable changes for success. On the variables of postinstruction oral reading and word recognition, the Lippincott and "early-to-read" students were comparable when measured. Both groups were significantly superior to the Scott-Foresman pupils on these specific variables. (JH)

6614

Individualized Reading Versus a Basal Reader Program at First Grade Level, in Rural Communities.

By: Spencer, Doris U. & Moquin, L. Doris
Johnson State College, Vt.
Report Number CRP-2673 Pub Date: 65
Report Number BR-5-0484
ED 003 486 EDRS Price MF-$0.50 HC-$2.80 70P.

Descriptors: *Basic Reading, *Beginning Reading, *Grade 1, *Individual Instruction, *Reading Comprehension, *Reading Instruction, Comprehension, Johnson, Phonetics, Reading Achievement, Reading Development, Reading Materials, Reading Programs, Reading Research, Reading Tests, Vermont.

This study compared the effectiveness of a standard basal reading program with an individualized reading program which incorporated (1) a program of phonetic skills, (2) word recognition, (3) comprehension skills, and (4) a program of story reading. Twelve combination first- and second-grade individualized reading classes were paired with 12 basal reading classes in rural areas and pre- and post-tested. The final test comparisons were based on (1) word recognition, (2) phonetic ability, (3) comprehension rate, and (4) spelling. The analysis of variance for the post measures showed the individualized method significantly exceeded the basal method on all subtests except rate of reading. The favorable results indicated the desirability of an individualized reading program at the first-grade level. (PM)

6615

Substrata-Factor Reorganization Accompanying Development in Speed and Power of Reading at the Elementary School Level.

By: Singer, Harry
California Univ., Riverside
Report Number CRP-2011 Pub Date: 65
ED 003 487 EDRS Price MF-$1.25 HC-$11.80 295P.

Descriptors: *Elementary Grades, *Learning Theories, *Reading Achievement, *Reading Processes, *Reading Research, Alvord, California, Reading, Reading Ability, Reading Development, Reading Instruction, Reading Skills, Reading Speed, Reading Tests, Riverside, Substrata-Factor Theory of Reading.

Several developmental hypotheses drawn from the substrata-factor theory of reading were tested at the elementary school level. To elaborate on theoretical assertions that reading ability is an audiovisual processing skill of symbolic reasoning, the substrata factors accompanying development of speed and power of reading were depicted in diagrammatic models. The experimental design consisted of (1) selection of a battery of tests for predicting speed and power of reading, (2) administration of this battery to representative pupils in grades three through six, and (3) statistical tests of hypotheses by means of multiple correlation, significance of differences between means of known groups, and factor analysis. The sample contained 927 pupils in grades three through six in six elementary schools in an average socioeconomic district. Developmental hypotheses of the substrata-factor theory were confirmed. Specific findings indicated that (1) sequential development of a hierarchical organization of substrata-factors did accompany improvement in speed and power of reading, (2) visual processes were dominant for speed of reading, but both visual and auditory processes continued to operate in power of reading throughout the intermediate grades, (3) shift in instructional emphasis during these grades towards word meaning and reasoning-in-context abilities and processes was to some degree consistent with developmental changes, (4) the average reader developed more or less at an even rate in all of his subabilities and in speed and power of reading throughout the intermediate grades, and (5) during grades three through six, the slowest and least powerful readers were approximately three grades behind the development of the fastest and most powerful readers. (JM)

6616

The Effect of Different Approaches of Initial Instruction on the Reading Achievement of a Selected Group of First Grade Children.

By: Reid, Hale C. & Beltramo, Louise
Cedar Rapids Community School District, Iowa
Report Number CRP-2698 Pub Date: 65
Iowa Univ., Iowa City
ED 003 488 EDRS Price MF-$1.25 HC-$11.52 288P.

Descriptors: *Beginning Reading, *Grade 1, *Instructional Innovation, *Reading Tests, *Teaching Methods, Achievement Tests, Aptitude Tests, Cedar Rapids, Evaluation, Intelligence Tests, Iowa, Iowa City, Low Achievers, Reading Level, Reading Readiness.

The objective of this study was to develop, try out, and evaluate the effects of beginning reading methods for first-grade children whose score fell below the 60th percentile on the Metropolitan Readiness Test. Seven methods for teaching beginning reading were selected for investigation-- (1) language approach, involving reading, writing, listening, and speaking, (2) letter-sound approach, (3) literature approach, using easy-to-read books, (4) skills development approach, and (5, 6, and 7) combinations of the language approach with methods (2), (3), and (4). Approximately seven classrooms per method, with an average of eight pupils in each low reading group, were involved in the study. Data were gathered for the subjects on various aptitude, achievement, and intelligence tests. Although no one method proved superior to all others in all respects, certain patterns appeared which suggested the potential superiority of the language method for the low reading group pupil. Recommendations were provided on practices for widespread adoption as well as subjects for further study. (LP)

6617

An Experimental Project Appraising the Effectiveness of a Program Series on Reading Instruction Using Open-Circuit Television.

By: Hunt, Lyman C.
Pennsylvania State Univ., University Park
Report Number NDEA-VIIA-309
Grant OEG-736059-00
ED 003 543 EDRS Price MF-$0.50 HC-$4.88 122P.

Descriptors: *Comparative Analysis, *Open Circuit Television, *Reading Instruction, *Reading Programs, *Televised Instruction, Instructional Innovation, Pennsylvania, Program Evaluation, Questionnaires, Teacher Attitudes, Teacher Evaluation, University Park.

A study was conducted on an educational television series for teachers which demonstrated procedures and practices of teaching reading. The intent was to bring to teachers, widely dispersed geographically, some newer concepts of reading instruction. The effectiveness of the series was evaluated by means of observations of teachers, reports from teachers, and questionnaires. The project enlisted 213 teachers who were assigned to 1 of 4 experimental groups. Evaluative measures were employed and scores obtained. Programs of classroom practices associated with individualized reading instruction were televised and kinescoped. Data were examined by comparative statistical techniques. Results indicated that the program series had a highly significant impact on reading instruction within the classroom. Further research was suggested to develop more precise instruments for evaluation. It was also suggested that more study is needed to determine permanence of effects of demonstrations. (RS)

6618

An Exploratory Study of the Effects of Bibliotherapy on the Behavioral Pattern of Adolescents.

By: Sandefur, J. T. & Bigge, Jeanette
Kansas State Teachers College, Emporia
Report Number CRP-S-067 Pub Date: 31 Aug 65
ED 003 677 EDRS Price MF-$0.50 HC-$4.28 107P.

Descriptors: *Behavior Development, *Bibliotherapy, *Emotional Adjustment, *Reading Programs, *Social Adjustment, Achievement Tests, Emporia, Haggerty Olson Wickman Behavior Rating Schedules, Junior High Schools, Junior Senior High School Personality Questionnaire, Kansas, Mooney Problem Check List, Motivation, Questionnaires, Reading Materials, Senior High Schools, Shawnee Mission, SRA Achievement Series, Student Behavior.

The extent to which a planned program of reading could significantly influence the behavior of a selected group of adolescents was studied. Efforts were made to design the study in such a way that the investigators could determine whether significant differences existed in the areas of personality, personal problems, achievement, attendance, and discipline between two groups of students, one of which had been subjected to bibliotherapy while the other had served as a control group. The degree of change between the experimental group and the control group in personality was assessed by administering pre- and post-tests of the junior-senior high school personality questionnaire, in achievement by SRA achievement series, in personal and social problems by the Mooney problem check list, and in behavioral problems by the Haggerty-Olson-Wickman behavior rating schedules. Significant change was evidenced in achievement between students who received bibliotherapy and those students who did not. A longitudinal study was proposed. (GD)

6619

A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self-Concept of Culturally Disadvantaged Elementary School Children.

By: Carlton, Lessie & Moore, Robert H.
Illinois State Univ., Normal
Report Number CRP-S-190 Pub Date: 65
ED 003 692 EDRS Price MF-$0.50 HC-$3.32 83P.

Descriptors: *Culturally Disadvantaged, *Disadvantaged Youth, *Dramatic Play, *Elementary School Students, *Reading Achievement, *Self Concept, *Self Directed Classrooms, Basal Reading, Comparative Analysis, Illinois, Low Income Groups, Normal, Reading Instruction, Teaching Techniques.

The effects of a technique on the reading achievement and self-concept of disadvantaged children were studied. The population sampled was drawn from two schools in a low socioeconomic area. The pupils selected from grades 1 through 4 were equally assigned to an experimental or control group. The experimental group received instruction by self-directive dramatization techniques. The control group received reading instruction by the use of a basal reader. The gains made on achievement were determined by pre- and post-test procedures. Self-concept questions were checked before and after the dramatization period by the teacher and observers. The major conclusions indicated (1) significant gains in reading were achieved by the four grade groups using the self-directive dramatization in the reading program and (2) the self-directive dramatization periods produced favorable changes in self-concept of the culturally disadvantaged children. (RS)

6620

Comparison of Two Procedures for Teaching Reading to Primary Children with Visual Perception Difficulties.

By: Lapray, Margaret & Ross, Ramon
San Diego State Coll., Calif.
Report Number CRP-S-138 Pub Date: 65
ED 003 695 EDRS Price MF-$0.25 HC-$1.32 33P.

Descriptors: *Primary Education, *Reading Instruction, *Teaching Methods, *Visual Perception, California, Keystone Visual Test, Methods Research, Perception Tests, Reading Improvement, Reading Readiness Tests, Reading Skills, San Diego, Wide Range Achievement Test.

Reading abilities of primary children with visual perception problems who were taught by conventional methods were compared to the abilities of children given special training designed to improve faulty or immature visual perception. One control group participated in special activities such as picture coloring and the other control group received no instruction during the experimental period. The study was designed to determine the best methods for teaching children of average intelligence who demonstrated reading failure, reversal tendencies, confused vertical orientation, and faulty visual perception and reproduction. The subjects consisted of first- and second-graders from low socioeconomic groups. Screening was based on intelligence, gross neurological normalcy, adequate social and emotional adjustment, adequate visual and auditory acuity, reading deficiency, and visual perceptual impairment. Pre- and post-test instruments used included the Keystone visual test, wide range achievement test, and the Bender-Gestalt. Findings showed no evidence that children receiving the special visual perception training made better gains in reading or did not make better gains although they made substantially improved Bender-Gestalt drawings. Extensive use of classroom reading materials resulted in improved reading scores. (AL)

6621

Pilot Study on Reading Problems Due to Visual Disability.

By: Yvonne, Sister M.
Marygrove Coll., Detroit, Mich.
Report Number CRP-S-164 Pub Date: 65
ED 003 702 EDRS Price MF-$0.25 HC-$1.64 41P.

Descriptors: *Instructional Programs, *Reading Achievement, *Reading Difficulty, *Reading Improvement, *Visually Handicapped, Detroit, Michigan, Psychomotor Skills.

A study on the use of the ocularmotor trainer (O.T.) to improve reading achievement, by lessening reading disability in left-to-right direction and return sweep, was reported. Matched pairs were established of 20 pupils who were randomly selected for experimental and control group assignment. They received reading therapy for 15 weeks. The experimental group received an additional 10-minute period of ocularmotor training during each session. Pre- and post-test procedures were administered for oral and silent reading on equivalent forms of the reading tests. The results indicated that training on an O.T. resulted in greater reading achievement than by conventional procedures. Since this pilot study was limited, it was suggested that the study be repeated on a large sample and for a longer period of time. (RS)

6622

Effects of Self-Directed Learning on Gifted Elementary School Children.

By: Gold, Marvin J.
Syracuse Univ., N. Y., Research Institute
Report Number CRP-S-174 Pub Date: 65
Contract OEC-5-10-169
ED 003 705 EDRS Price MF-$0.50 HC-$2.52 63P.

Descriptors: *Achievement Gains, *Adjustment (to Environment), *Auto-instructional Methods, *Gifted, *Motivation Techniques, Academic Achievement, Critical Thinking, Elementary School Students, Learning Processes, New York, Personal Adjustment, Social Adjustment, Student Development, Study Skills, Syracuse.

Gifted school children worked for a period of several months in self-directed learning situations in a resource room without teacher-imposed direction. They had opportunities to explore areas of interest (during two class periods per day) in reading, social studies, and science in the manner and depth which they chose. Pre- and post-tests were administered to measure student growth in academic achievement, study skills, divergent thinking, and personal and social adjustment. Test results were compared with those of a random control sample which had no contact with self-directed learning. Other information was gathered through daily logs maintained by resource room personnel. Both the experimental group and the control group were chosen from fourth-, fifth-, and sixth-grade classrooms and were considered to be moderately superior on various intellectual measures. Little difference was noted between the two groups on gains made in academic achievement, study skills, and divergent thinking ability. Personal and social adjustment appeared to be favorably affected when self-direction was used. (JH)

6623

Comparison of Two Methods of Teaching Reading in Grades 5 and 6.

By: Thatcher, David A. & Parker, Cecil J.
California Univ., Berkeley

Report Number CRP-S-183 Pub Date: 65
ED 003 708 EDRS Price MF-$0.75 HC-$6.32 158P.

Descriptors: *Comparative Analysis, *Elementary Education, *Problem Solving, *Reading Improvement, *Teaching Methods, Basic Reading, Berkeley, California, Creativity, Individual Reading.

Basal reading (BR) and individualized reading (IR) methods of teaching elementary school children to read were compared to determine their contribution to skill in creativity and problem-solving. Teachers (N 29) were selected to participate in the study. Fifteen teachers were divided into a randomly assigned (RA) group and a teacher preference (TP) group. The RA teachers were paired according to rated competence and years of experience. Each TP teacher taught two classes, one by each of the two methods. The fifth- and sixth-grade pupils in the participating teacher classes were tested by pre- and post-tests procedures. A list was kept of all books read by the subjects during the school year. The results indicated that in the IR program, the children read more books. However, there were few significant differences in creativity and problem-solving tests results between the groups. Further research was recommended to explore the relationship between methods of reading instruction, creativity, and problem-solving. (RS)

6624

The Effect of Four Programs of Reading Instruction with Varying Emphasis on the Regularity of Grapheme-Phoneme Correspondences and the Relation of Language Structure to Meaning on Achievement in First Grade Reading.

By: Ruddell, Robert B.
California Univ., Berkeley
Report Number CRP-2699 Pub Date: 65
Contract OEC-SAE-2699
ED 003 820 EDRS Price MF-$0.75 HC-$7.76 194P.

Descriptors: *Grapheme, *Phonemes, *Reading Achievement, *Reading Comprehension, *Word Recognition, Berkeley, California, Grade 1, Language Patterns, Linguistics, Reading Improvement, Reading Programs, Reading Research, Reading Skills.

The primary objective of the study was to investigate the effect upon word recognition and reading comprehension skills of four reading programs. These programs varied in (1) the degree of regularity of grapheme-phoneme correspondences programed into the vocabulary presented and (2) the emphasis on language structure as related to meaning. Four exploratory questions were developed to study the relationship between the independent background variables of mental age, socioeconomic status, sex, and chronological age and the dependent variables of word recognition and reading comprehension.

Students from 24 first-grade classrooms were given 2 existing reading programs and 2 programs developed to meet the specific needs of this study. It was concluded that the first-grade reading programs possessing a high degree of consistency in grapheme-phoneme correspondences produced significantly higher (1) word reading, (2) word study drills, and (3) regular word identification achievement than those programs offering little provision for consistent correspondences. The need for more carefully designed longitudinal reading research studies was discussed. (GD)

6625

Improving Reading Skills by Teaching Rules of Grammar.

By: Blumenfeld, J. P. and others
Sul Ross State Coll., Alpine, Tex.
Report Number CRP-2599 Pub Date: 65
ED 003 821 EDRS Price MF-$0.50 HC-$3.52 88P.

Descriptors: *Cloze Procedure, *Grammar, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Alpine, English Instruction, Reading Skills, Texas.

This pilot study attempted (1) to determine those grammatical constraints in English which seem most significantly related to reading skill and (2) to discover whether training in those grammatical constraints could improve reading skill. Using cloze tests, which are passages with words deleted in some systematic fashion, students were asked to replace the deleted words. The replaced words must be predicted from the constraints exerted by the remaining words. The test results provided a measure to indicate which grammatic constructions or constraints give students the most trouble. Attempts to improve reading skill by teaching these constraints resulted in one successful and one unsuccessful experiment. The bulk of this report is a collection of articles related to use of cloze tests to analyze word classes and measure efficiency of written materials in conveying new information. It was generally concluded that a knowledge of grammatical constraints in English facilitates the comprehension of difficult prose. (AL)

6626

A Winter Study Group on Reading.

By: Ferguson, Charles A.
Indiana Univ., Foundation, Bloomington
Report Number CRP-G-008 Pub Date: 63
ED 003 832 EDRS Price MF-$0.25 HC-$1.04 26P.

Descriptors: *Conferences, *Elementary Schools, *Reading Instruction, *Reading Research, *Research Opportunities, Bloomington, Indiana, Linguistics, Psychology, Reading, Reading Improvement, Research Projects, Specialists.

A study group on reading was held at Indiana University, Bloomington, Indiana, from January 21 through January 26, 1963. The purpose of this meeting of leading scholars, drawn chiefly from the fields of psychology and linguistics, was (1) to explore the strengths and weaknesses of existing theories and research on reading, (2) to discuss its teaching in United States Elementary Schools, and (3) to suggest directions for future research and development. Seven major statements about the teaching of reading grew out of these 6 days of discussion. Research projects were recommended for each of the statements. (LP)

6627

Conference on Coordination of the Cooperative Studies of First Grade Reading.

By: Robinson, Helen M.
Chicago Univ.
Report Number CRP-F-035 Pub Date: 64
Contract OEC-4-10-141
ED 003 836 EDRS Price MF-$0.25 HC-$0.88 22P.

Descriptors: *Conferences, *Cooperative Planning, *Grade 1, *Reading Research, *Research Committees, Chicago, Consultants, Cooperative Programs, Group Activities, Illinois, National Conference on Research in English (NCRE), Specialists.

Sixteen members of the National Conference on Research in English met for a 3-day conference to plan cooperative first-grade studies for 1964-65. Consultants in research design, evaluation, and statistical analysis were provided for subgroups working on special assignments. Small subgroups prepared recommendations which were unanimously adopted after discussion. Subjects of the recommendations were (1) expectations for a research coordination center, (2) procedures for developing and carrying out objectives of the center, (3) personnel for the center, (4) common data for the projects, (5) research design, (6) common measures, (7) initial common data, (8) optional data, (9) accounting for classroom variables, (10) accounting for school variables, (11) utilization of technological data processing, (12) statistical analysis, and (13) control of variables. Based upon the recommendations, general criteria were suggested for selecting individual projects as parts of a coordinated study. (JM)

6628

Experimental Use of the "Impress Method of Reading Habilitation."

By: Gardner, Charles
California State Dept. of Education, Sacramento
Report Number CRP-S-167 Pub Date: 65
ED 003 838 EDRS Price MF-$0.25 HC-$0.52 13P.

Descriptors: *Reading, *Reading Ability, *Reading Comprehension, *Reading Improvement, *Reading Tests, California, Gates Silent Reading Test, Low Achievers, Phonics, Reading Achievement, Reading Difficulty, Reading Level, Reading Readiness, Sacramento, Students.

The problem of this study was to determine the degree to which the reading level of a child who has a severe reading problem can be raised by using an instructional system called "reading habilitation." This is a system of unison reading in which the student and instructor read aloud simultaneously at a rapid rate. The method is aimed at (1) bringing about the extinction of "phonetic boundness," and (2) a feedback system that involves hearing, vision, and speaking. From approximately 150 candidate students in semirural school systems, 20 students were selected for the experimental group and 20 for a control group. The students were matched for IQ, age, grade placement, reading level, and sex. Reading levels were determined through scores on form one of the Gates Silent Reading Test. The experimental group received special instruction, 10 minutes a day for 30 days, through the "reading habilitation" system. The control group received the same amount of instruction, but conventional reading techniques were employed. Upon retest with the Gates instrument, the experimental group showed a significant increase in reading ability over the control group. (JC)

6629

Central Auditory Abilities of Normal and Lower Group Readers.

By: Flowers, Arthur
State Univ., of N. Y., Albany
Report Number CRP-S-076 Pub Date: 64
ED 003 846 EDRS Price MF-$0.25 HC-$1.96 49P.

Descriptors: *Auditory Discrimination, *Auditory Perception, *Perception Tests, *Phonics, *Reading Achievement, Albany, Audition (Physiology), California Mental Maturity Scale, Diagnostic Tests (Education), Grade 3, New York, Peabody Picture Vocabulary Test, Stanford Achievement Test.

The goals of the reported research were (1) to evaluate the hearing in early-elementary-school-aged children in a regular public school reading program, (2) to compare the auditory and perceptual abilities of children who can and children who cannot do the normal reading for their grade, and (3) to search for relations between reading achievement and central auditory skills. Subjects were selected from third-grade public school children and were divided into a control group (normal reading) and an experimental group (low reading), each group consisting of 41 subjects. Selection criteria were based on performance scores for the Stanford Achievement Test, the California Mental Maturity Scale, and the Peabody Picture Vocabulary Test. Subjects were tested under conditions of low pass filtered speech, accelerated speech, dual distortion, and competing messages. Results demonstrated significant correlation between reading achievement and auditory abilities which indicated that measures of central hearing may be of prognostic value relative to future reading achievement and/or disability. The findings suggested that (1) tests of central auditory abilities may make possible early identification of children who will experience difficulty in phonics learning during the reading readiness program, and (2) the competing messages technique might be useful in evaluating the central mechanism of hearing of children considered to be mentally handicapped or brain damaged. (WB)

6630

Initial Teaching Alphabet (I.T.A.) for Instruction of Reading Disability Cases.

By: Lewis, Edward R.
San Jose State College, Calif.
Report Number CRP-S-145 Pub Date: 64
ED 003 854 EDRS Price MF-$0.25 HC-$0.88 22P.

Descriptors: *Alphabets, *Comparative Education, *Reading Materials, *Remedial Reading Clinics, *Teaching Methods, California, Comparative Analysis, England, Foreign Countries, Instructional Materials, ITA, Methods Research, Orthographic Symbols, Reading Development, Reading Failure, Reading Instruction, San Jose.

British experimental usage of initial teaching alphabet (ITA) materials and procedures for instruction of reading disability cases was studied to determine if ITA methods and materials could be similarly used in a San Jose reading clinic. The investigator made observations in England of quality, format, concepts, and use of language in the ITA material. Findings were discussed under nine categories--(1) ITA materials, (2) pupil selection for ITA remedial work, (3) remedial techniques with ITA, (4) individual or group methods for use with ITA, (5) phonetic or whole word approaches, (6) diagnosis in ITA remediation, (7) the use of supplementary materials, (8) extent of teacher training, and (9) ITA and the reading clinic. Generally ITA has had beneficial effects with children when a history of reading failure had existed. It was concluded that ITA materials available in England could be used in the United States with minor modifications in isolated books. However, additional materials which are not yet available in England include high interest, transitional, skill building, and supplementary materials, as well as ITA reading manuals. (JM)

6631

Tests of General Ability and Reading, Inter-American Series.

By: Manuel, Herschel T.
Texas Univ., Austin
Report Number CRP-681 Pub Date: 63
ED 003 857 EDRS Price MF-$2.75 HC-$25.44 636P.

Descriptors: *English, *Reading Tests, *Spanish, *Test Construction, *Test Validity, Aptitude Tests, Austin, Inter American Tests, Puerto Rico, Test Interpretation, Test Selection, Texas.

Testing materials in both Spanish and English language editions were revised and new materials created in this project. The new series of tests included administration and item analysis of the cooperative inter-American tests. Data for the English editions were gathered from subjects drawn from American schools, and data for the Spanish editions from subjects drawn from Puerto Rican schools. These samples provide item analysis, interpretive, and evaluative data, The final form of the tests was administered for data on the equivalence of the new forms and other scores. Correlations and the equipercentile methods were used to equate the tests. Tentative norms were prepared from the results of testing various groups. The conclusions indicated that a new series of inter-American tests of general ability and tests of reading were successfully developed. (RS)

6632

A Preliminary Evaluation of Nursery School Experience on the Later School Adjustment of Culturally Disadvantaged Children.

By: Goldstein, Kenneth H. & Chorost, Sherwood B.
Staten Island Mental Health Soc. Wakoff Res. Ctr.
Report Number CRP-S-323 Pub Date: 66
State Univ. of New York, Downstate Medical Center
ED 010 010 EDRS Price MF-$0.25 HC-$1.36 34P.

Descriptors: *Culturally Disadvantaged, *Kindergarten, *Nursery Schools, *Preschool Evaluation, *Student Adjustment, Brooklyn, Comparative Analysis, First Grade, New York, Preschool Education, Second Grade, Socioeconomic Status, Staten Island, Third Grade.

The major objective was to determine whether culturally disadvantaged children in an urban area with preschool experience are better adjusted in the primary grades than are similar children without such experience. A secondary objective was to determine whether there are differences in adjustment between those having nursery school as opposed to kindergarten experience. The sample consisted of 42 first-grade, 43 second-grade, and 32 third-grade public school students living in a low socioeconomic geographic area of Staten Island, New York. Three types of preschool experience were studied--(1) nursery school, (2) kindergarten (with no prior nursery school experience), and (3) no kindergarten and no nursery school. Analysis of school adjustment was made through use of scholastic records, guidance counselor reports, absence, tradiness and truancy reports, results of group achievement (California Achievement Tests) and group intelligence (California Test of Mental Maturity) tests, teacher ratings of personal-social adjustment (Cassel Behavior Rating Scale) and peer ratings of social acceptability (Hereford's Sociometric Rating Technique). The major findings of the study were that low socioeconomic level children with formal preschool experience (either nursery school or kindergarten) are better adjusted at the primary (1-3) grade level than children without preschooling. It appears that children with no preschooling are especially poor performers in reading and arithmetic achievement. There were no significant differences in school adjustment between nursery school and kindergarten-trained children. (GC)

6633

The Fate and Probable Future of High School Dropouts and the Identification of Potential High School Dropouts.

By: Gallington, Ralph O.
Southern Illinois Univ., Carbondale
Report Number BR-5-0700 Pub Date: 1 Jan 66
Report Number SIU-21-13-2-49170
Grant OEG-5-85-005
ED 010 018 EDRS Price MF-$0.25 HC-$2.12 53P.

Descriptors: *Comparative Analysis, *Dropout Identification, *Dropout Prevention, *Dropout Research, *High Schools, Alexander County, California Achievement Test, Carbondale, High School Graduates, Illinois.

The primary aim was to develop instruments for identifying high school dropouts. These instruments were used to investigate the fate of recent graduates and dropouts of classes 1963, 1964, and 1965 in Alexander County, Illinois, and to establish further correlates identifying potential dropouts. Both the objective and subjective instruments developed showed high degrees of correlation--0.826 and 0.840 respectively. Some conclusions were--(1) the instruments may be of value in identifying potential dropouts in large numbers, (2) as many previous studies have shown, the greatest objective predictors were achievement, reading, placement, and mathematics placement, (3) it was found that an accumulation of several correlates measures fairly well and allows one to develop satisfactory total measures. It was recommended that all persons receive special training before making use of the subjective instrument developed by this research. (GD)

6634

Evaluation of Levels-Designed Visual-Auditory and Related Writing Methods of Reading Instruction in Grade One.

By: Manning, John C.
University of Minnesota, Minneapolis
Report Number CRP-2650 Pub Date: 66
ED 010 030 EDRS Price MF-$0.75 HC-$5.96 149P.

Descriptors: *First Grade, *Reading Achievement, *Reading Development, *Reading Instruction, *Reading Tests, *Special Classes, California, Clovis, Comparative Analysis, Minn., Minneapolis, Reading Ability, Reading Programs, Reading Skills, Sanger.

This research study evaluated the effectiveness of three methods of first-grade reading instruction employing similar basal reader story content. The three methods were--(A) the instructional procedures outlined in the teachers manual accompanying the Ginn basic reading series, (B) a levels-designed program stressing early intensive letter readiness activities followed by experimental procedures for teaching word recognition, phrase reading, oral and silent reading skills, and (C) reading procedures similar to those specified in method B implemented and supplemented by a 10-level writing program using basal reader vocabulary. Both methods B and C used the Ginn reading series for vocabulary and story content only. Certain general provisions for differentiating and individualizing reading skills instruction were followed by teachers of groups B and C. These covered identifying differences in ability level, individual rates of learning, remedial skills, encouraging initiative-thinking ability, and improving quantity and quality of pupil participation reading activities. Thirty-six teachers and 958 first-grade pupils from Sanger and Clovis, California, public schools were the total sample. Sanger pupils used method A and Clovis pupils used methods B and C. Following the 140-day experimental period, the reading abilities of all the children were measured and the results statistically analyzed. The superiority of a highly differentiated program of reading instruction over a developmentally oriented basal reader program is clearly apparent by statistically significant differences, favoring groups B and C on all criterion measurements. (GC)

6635

Effect of First-Grade Instruction Using Basal Readers, Modified Linguistic Materials, and Linguistic Readers.

By: Sheldon, William D. & Lashinger, Donald R.
Syracuse Univ., New York
Report Number CRP-2683 Pub Date: 66
ED 010 031 EDRS Price MF-$0.50 HC-$3.92 98P.

Descriptors: *Basal, *Beginning Reading, *Comparative Analysis, *Linguistics, *Reading Instruction, First Grade, Intelligence Differences, New York, Phonics, Reading Achievement, Reading Materials, Reading Readiness, Sequential Reading Programs, Sex Differences, Syracuse.

This study evaluated the effects of a basal reader program, a modified linguistic approach, and a linguistic reader program as measured by the reading achievement of 469 children in 21 classes at the end of first grade. Achievement comparisons were also made on the bases of (1) sex, (2) intelligence, and (3) relationships between reading readiness test scores at the beginning of grade one and subsequent achievement at the end of the school year. Analysis of the pre- and post-test scores and information gained during the actual instructional sessions indicated that no one of the three approaches was more effective in teaching beginning reading. Examination of the various achievement measures from all three treatment groups indicated that most of the children learned to read at acceptable levels. (JH)

6636

A Comparative Study of Two First-Grade Language Arts Programs.

By: Kendrick, William M.
San Diego County Dept. of Education, Calif.
Report Number CRP-2576 Pub Date: 66
State Dept. of Education, Sacramento, Calif.
ED 010 032 EDRS Price MF-$0.50 HC-$3.04 76P.

Descriptors: *First Grade, *Listening Habits, *Speech Habits, *Word Recognition, California, Detroit Word Recognition Test, Educational Experiences, Gilmore Oral Reading Test, Inservice Teacher Education, Pintner-Cunningham Primary Intelligence, Reading Instruction, San Diego County, Student Attitudes, Traditional Schools, Writing Exercises.

This study was conducted to determine the relative effectiveness of the experience approach to the teaching of the language arts as compared with the traditional method. To accomplish this, four areas of language arts were separately measured--reading, writing, listening, and speaking.

In addition, an index of development in reading interest was taken and pupil attitude toward reading determined. The experience approach used the language and thinking of individual children as the basis for skill development. With repeated opportunities for sharing ideas, illustrating stories, and writing stories with teacher help, children began to develop writing vocabularies and were able to write their own stories independently. The traditional method appeared more effective for developing the skill of deriving meaning from the written paragraph for males of all socio-economic levels and middle class females, for developing the listening ability of lower class females, and for developing speaking competence of both males and females in all three socio-economic levels. The experience approach did increase interest in reading in lower class males. This method also favorably affected males and females in writing as these subgroups excelled in the total number of words written. (JL)

6637

A Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils Whose Primary Language is Spanish.

By: Brengleman, Frederick H. & Manning, John C.
Fresno State Coll., Calif.
Report Number CRP-2821 Pub Date: 66
University of Minnesota, Minneapolis
ED 010 034 EDRS Price MF-$1.00 HC-$9.84 246P.

Descriptors: *English Instruction, *Kindergarten Children, *Mexican-Americans, *Phonology, *Teaching Techniques, California, Fresno County, Linguistics, Minneapolis, Minnesota, Oral English, Spanish, Teaching Guides.

This study was designed to determine whether a linguistically oriented program of English lessons designed for kindergarten children with Spanish-speaking backgrounds could significantly accelerate pupil control of English. The study objectives included--(1) identification and development of adequate tests measuring subject's command of English sounds, grammar, and vocabulary, (2) development of suitable educational materials to provide intensive English language drill, and (3) provision of special training for kindergarten teachers using the designed materials and procedures. Measurements were made on three population groupings based on prior experience with the procedures and materials employed. The conclusions drawn were -- (A) the phonology, syntax, and vocabulary of English can be learned by Spanish language-oriented kindergarten pupils through formal classroom procedures, and the difficulties are in the area of classroom instructional practices rather than linguistic theoretical design, (B) the most significant improvements in phonology and syntax are made by pupils of minimal English facility, (C) boys respond more significantly to phonological instructions than girls, (D) based on the results of the phonemic production survey, a major obstacle in designing more efficient English language program is the wide range of phoneme production abilities of beginning kindergarten Spanish-speaking pupils. (GC)

6638

A Study of Depth of First-Grade Reading--An Analysis of the Interactions of Professed Methods, Teacher Implementation, and Child Background.

By: Chall, Jeanne S. & Feldmann, Shirley C.
City Univ. of New York, City Coll.
Report Number CRP-2728 Pub Date: 66
ED 010 036 EDRS Price MF-$0.75 HC-$6.96 174P.

Descriptors: *Beginning Reading, *Effective Teaching, *Reading Instruction, *Teacher Characteristics, *Teaching Methods, Background, Classroom Techniques, First Grade, New York, Reading Achievement, Reading Programs, Teacher Attitudes, Teacher Experiences.

The primary investigation concerned the effect of teacher characteristics, style, and interpretation of reading method on pupil reading achievement scores both in January and June in the first-grade year. An analysis of variance design was used. Fourteen teachers completed a questionnaire designed to distinguish two basic kinds of beginning reading instruction emphasis--(1)"decoding" (oral reading and sound-symbol) or (2) "meaning" (silent reading and interpretation). Equal numbers of meaning and sound-symbol emphasis teachers were represented in the sample, as well as experienced and inexperienced teachers within each emphasis. Their activities were then studied in 12 classes for one school year, following the reading programs each had used previously. Principal data were collected from ratings of teacher characteristics and practices in the classroom and from batteries of readiness and achievement tests given to pupils at the beginning and end of the school year, respectively. The study supported in a preliminary way (because of the limited sample and amount of analysis) the observation that teacher characteristics and the ways in which teachers implement a given method do make a difference in the reading achievement of their pupils. There was also some evidence that a thinking approach to learning, a sound-symbol emphasis within a basal reader approach, the use of the appropriate difficulty level of lessons relate positively to reading achievement. (WN)

6639

Comparison of Reading Approaches in First-Grade Teaching with Disadvantaged Children. (The Craft Project)

By: Harris, Albert J. & Serwer, Blanche L.

City Univ. of New York Research Foundation
Report Number CRP-2677 Pub Date: 66
City Univ. of New York, Div. of Teacher Education
ED 010 037 EDRS Price MF-$0.75 HC-$6.04 151P.

Descriptors: *Beginning Reading, *Disdavantaged Youth, *Effective Teaching, *Reading Instruction, *Teaching Methods, Audiovisual Aids, Comparative Analysis, First Grade, Language Aids, New York, Phonology, Reading Processes, Skills, Urban Youth.

The relative effectiveness of the skills-centered approach and the language-experience approach to teaching reading to disadvantaged urban children in the first grade was examined, and methods compared. Approximately 50 teachers and 1,150 students made up the project sample. Types of data gathered included pretest and post-test scores of the pupils and instructional time logs, classroom observations, and preferred reading approaches from their teachers. Project results showed that the disadvantaged child can learn to read by the same methods that are used with middle and upper-class children. Among the four methods used, the basal reader method, employed with the skills-centered approach, appeared to be the ideal approach. The other methods were the basal reader method with phonovisual word recognition and two language-experience approaches with and without audio visual supplementation. Differences among the methods were sufficiently small as to be inconclusive. Continuation and replication studies were planned. (JH)

6640

Sentence Structures Used by Superior Students in Grades Four and Twelve, and by Superior Adults.

By: Hunt, Kellogg W.
Florida State Univ., Tallahassee
Report Number BR-5-0313
ED 010 047 EDRS Price MF-$0.50 HC-$3.60 90P.

Descriptors: *Child Development, *Grammar, *Maturity Tests, *Study Characteristics, *Writing Skills, Adult Programs, Age Differences, Composition (Literary), Florida, Fourth Grade, Language Arts, Measurement Instruments, Mental Development, Superior Students, Tallahassee, Twelfth Grade.

The search for quantitative measures in sentence structures that are significant indicators of chronological and mental maturity in school children was the purpose of this study. Comparisons were made of compositions written by students of superior IQ at the same grade levels. This part of the project had two objectives--(1) to see whether superior students near the beginning of their writing careers are already measurably ahead of the average students in syntactic maturity, and if so in what respects, and (2) to determine whether superior students near the end of their public school training are further ahead of their average counterparts. Another comparative exercise was conducted between the syntactic written structures of superior and average twelfth-graders with those of skilled adults published in "Harpers" and "Atlantic" magazines. This second project task was conducted to determine whether twelfth graders (at least superior ones) have already attained full syntactic maturity or whether, instead, skilled adult writers are ahead of them, and if so, in what respects. In general, the results of the study showed definite developmental tendencies occurring between grades 4 and 12 and carrying even farther in the work of skilled adults. Thus, the measures employed were deemed sufficiently sensitive to detect mental, as well as chronological, maturity. The study was an extension of cooperative research project 1998, entitled "Differences in Grammatical Structures Written at Three Grade Levels." (JH)

6641

A Study of the Effects of Intensive Oral-Aural English Language Instruction, Oral-Aural Spanish Language Instruction and Non-Oral-Aural Instruction on Reading Readiness in Grade One.

By: Horn, Thomas D.
University of Texas, Austin
Report Number CRP-2648 Pub Date: 66
ED 010 048 EDRS Price MF-$0.50 HC-$4.60 115P.

Descriptors: *Audiolingual Methods, *Beginning Reading, *Language Instruction, *Reading Readiness, *Spanish-Speaking, Austin, Disadvantaged Youth, English, First Grade, Reading Readiness Tests, San Antonio, Spanish, Texas.

The effectiveness of three methods were compared for developing reading readiness in Spanish-speaking first grade children. The methods used were (1) English language instruction with audiolingual techniques, (2) Spanish language instruction with audiolingual techniques, and (3) language instruction using the same materials as methods one and two, but without audiolingual techniques. Sample first grade classrooms were arbitrarily assigned to one of the three treatments (a total of 28 was used). The "Metropolitan Readiness Test," originally designed for measuring reading readiness for an English-speaking population, was used in this project to secure pre- and post-test criteria scores. This instrument, however, proved invalid for measuring the effects of intensive oral language instruction. In addition, no other usable instrument was found available for assessing levels of oral language development for the project population in either English or Spanish. This factor resulted in a higher mean on the final criterion scores for the children who had no audiolingual training. A large number of zero scores were attained on the pretesting exercises which clearly demonstrated, as well, the inappropriateness of the standardized test for the sample groups. Differences between the treatment groups on their post-test mean scores were not significant. It was determined that additional research clearly needed to be accomplished in the field. (JH)

6642

Word Associations and Learning to Read.

By: Samuels, S. Jay
University of California, Los Angeles Campus
Report Number CRP-S-378 Pub Date: 66
ED 010 050 EDRS Price MF-$0.25 HC-$1.44 36P.

Descriptors: *Primary Grades, *Reading Achievement, *Reading Instruction, *Word Associations, *Word Recognition, California, Learning Experiences, Los Angeles, Minneapolis, Minnesota, Oral Communication, Reading Skills, Reading Speed.

An experiment was conducted to determine the effect of 2-word associations in learning to read the second word of a 2-word chain. About 45 first- and second-grade students were chosen as subjects after pretesting to insure they were able to read the first (stimulus) word but not the second (response) word of each word pair used in the study. Eight stimulus and eight response words were used. Each trainee first received instruction in word association by responding orally with the response word after learning the stimulus word. Reading training followed this first procedure through word pair recall and word matching techniques. A word recognition test was then given on the eight response words. Two measures of learning were used--(1) number of correct reading responses, and (2) speed of recognition. Results from both measures showed conclusively that the strength of associations between words did influence the overall acquisition of correct reading responses. (JH)

6643

Comparison of Reading Achievement of First-Grade Children Taught by a Linguistic Approach and a Basal Reader Approach.

By: Schneyer, J. Wesley and others
University of Pennsylvania, Philadelphia
Report Number CRP-2666 Pub Date: 66
ED 010 051 EDRS Price MF-$0.75 HC-$6.76 169P.

2

Descriptors: *Basal Reading, *First Grade, *Linguistic Approaches (Reading), *Reading Achievement, Ability Grouping, Child Development, Effective Teaching, Fries Linguistic Method, Pennsylvania, Philadelphia, Philadelphia Reading Test (PRT), Reading Instruction, Scott-Foresman Basal Reader, Sex Differences.

The relative effectiveness of two approaches for teaching reading to first-grade children at high, average, and low ability score levels was investigated, and the variables that differentiated between high and low achievers under both approaches were compared. The two approaches were--(1) the Fries Linguistic Method, and (2) the Scott, Foresman Basal Reader Method. Twelve classes in each treatment, 4 within each treatment at each of the 3 ability score levels, were involved in the study (a total of about 670 pupils). A number of pretests were administered to all subjects, and after a 140-day instructional period, 7 criterion measures were used to test degrees of achievement including--(1) the Philadelphia Reading Test (PRT), (2) a linguistic reading test, (3) word meaning, (4) paragraph meaning, (5) vocabulary, (6) spelling, and (7) word study skills. When the two treatment groups were considered as a whole (that is, without breakdown of ability score levels or sexes), and when the evidence obtained from all the criterion variables were taken into account, no general statement could be made about the superiority of one approach over the other. There were, however, significant differences between treatments favoring the basal reader group for five of the seven criterion measures. Findings with respect to the effect of ability on test scores were not significant for either treatment. Follow-up studies are to be conducted as the children progress through the second and third grades. (JH)

6644

Communication Barriers to the Culturally Deprived.

By: McDavid, Raven I. & Austin, William M.
University of Chicago
Report Number CRP-2107
Illinois Inst. of Tech., Chicago
ED 010 052 EDRS Price MF-$0.75 HC-$7.16 179P.

Descriptors: *Communication Problems, *Cultural Disadvantagement, *Middle Class, *Negro Dialects, *Nonstandard Dialects, Chicago, Illinois, Pronunciation, Social Relations, Urban Areas.

This report was designed (1) to provide a more detailed and sophisticated knowledge about social differences in oral communication and (2) to ascertain the accuracy with which subjects could identify the race and education of speakers whom they could not see. To determine reactions to pronunciations, the investigators devised an instrument composed of pronunciations by speakers of specific regional and ethnic backgrounds. This instrument was administered to some three hundred respondents, whites and Negroes in almost equal numbers, of various educational backgrounds. It was found that differences between lower-class white speech and middle-class to lower-class Negro speech are much more difficult to detect than differences between the speech of white Chicagoans and southern Negroes. It is an intuitive reaction that suprasegmentals and paralanguage are more effective indicators of ethnic background than vocabulary, grammar, or pronunciation. (JL)

6645

The Effectiveness of Teaching Reading in Kindergarten.

By: McKee, Paul & Brzeinski, Joseph
State Dept. of Education, Denver, Colo.
Report Number BR-5-0371 Pub Date: 66
Denver Public Schools
ED 010 058 EDRS Price MF-$0.75 HC-$5.84 146P.

Descriptors: *Kindergarten Children, *Reading Achievement, *Reading Comprehension, *Reading Development, *Reading Instruction, Colorado, Denver, Elementary Schools, Reading Ability, Reading Levels, Reading Research, Reading Skills.

This study investigated the effectiveness of beginning the teaching of reading in kindergarten. The longitudinal effects as well as the initial results were examined. The progress of the children in the study was followed from the kindergarten through the fifth grade. The sample consisted of 4,000 kindergarten pupils randomly assigned by the school to comparable control and experimental groups. Instructions were similar except for one major difference. The experimental group received planned, sequential instruction in beginning reading, while the control group had activities which developed reading readiness. The principal statistical technique was analysis of variance-covariance technique. The primary variable considered was the time of beginning reading. Other variables were mental age, chronological age, sex, IQ, and family characteristics. These latter variables were also used as covariates. Comparisons were made on the criterion variable (reading achievement) between experimental and control groups and effects of other variables were studied in the same way. Analysis of variance allowed computation of the interaction between variables. In every case, attention was given to the interaction of the treatment variable (time of beginning reading) with the other variables in determining the effect of the criterion variable (reading achievement). Optimum reading achievement was obtained by boys and girls who received the experimental beginning reading instruction in kindergarten and who had an adjusted reading program in later grades. Such adjustment was necessary for the measurable advantages of early reading instruction to be preserved beyond the second grade. When the advantages of an early start in reading were followed up, statistically significant gains in reading achievement persisted throughout the entire study. (GC)

6646

Written Language Development of Intermediate Grade Children.

By: Hill, Edwin C. & Hill, Margaret K.
University of Pittsburgh, School of Education
Report Number CRP-1571 Pub Date: 66
ED 010 059 EDRS Price MF-$0.25 HC-$1.96 49P.

Descriptors: *Child Development, *Composition (Literary), *Instructional Program Divisions, *Intermediate Grades, *Student Characteristics, *Writing Skills, Age Differences, Elementary School Students, Geographic Location, Language Arts, Pennsylvania, Pittsburgh, Rural-Urban Differences, Sex Differences.

Selected aspects of compositions, written by intermediate grade children (fourth, fifth, and sixth grades), were studied to reveal growth gradients of written language by the following characteristics (1) sex, (2) chronological age, (3) grade level, (4) geographical location, and (5) residence area. The subjects were 14,400 children in four geographic regions of the United States. Each region was represented by four metropolitan areas, further divided into rural, suburban, and urban residence classifications. The compositions submitted by the student sample were analyzed in terms of parts of speech, sentence type, sentence complexity, clauses, and phrases. Phrases were divided into five categories (noun, verb, adjectival, adverbial, and absolute). The incidence of use of sentence fragments and run-on sentences and the frequency of the use of right or left hand in writing were tabulated. Study results showed that residence classification, sex, incidence of right or left handedness, incidence of use of run-on sentences, and incidence of use of sentence fragments produced no significant correlations with any other variables. Thus, no important relationships for those variables existed in this particular sample. Grade level and age, however, proved to be highly related to each other in analysis of the written compositions, producing a correlation of .824. (JH)

6647

Instruction of High School Students in Reading for Different Purposes.

By: Smith, Helen K. & Andresen, Oliver S.
University of Chicago

Report Number CRP-1714
ED 010 060   EDRS Price MF-$1.75 HC-$17.84   446P.

Descriptors: *Instructional Materials, *Program Evaluation, *Reading, *Secondary Education, Chicago, Illinois, Niles Township High School West, Reading Instruction, Reading Programs,

Potential benefits to be derived from planned purposeful reading instruction were studied. Twelve purposes were then selected for purposeful reading at the ninth-grade high school level. Students in the experimental group and control group were then selected on the basis of need for purposeful reading instruction. Individuals in the control and experimental groups were matched on the basis of reading inventory scores and IQ. Planned purposeful reading instruction was then given to the experimental group and evaluated. The experimental evaluation was compared with an evaluation of control group instruction. Instruction in both groups was observed by a reading research associate to ascertain procedures and methods used by teachers. Effectiveness of the instructional techniques used was compared. Analysis of covariance was used to adjust for differences in IQ or purposeful reading pretest scores. Experimental subjects did not read significantly better than the control group for the 12 study purposes selected. However, the results indicate that the percentage of students scoring above one standard deviation was higher in the experimental group. It was concluded that the materials developed for instruction and testing had been used successfully and that planned purposeful reading instruction was superior to incidental instruction. (WN)

6648

An Evaluation of Three Approaches to Teaching Reading in First Grade.

By: Bordeaux, Elizabeth A.
Goldsboro City Schools, N.C.
Report Number CRP-2719
State Board of Educ., Dept. of Pub. Inst., Raleigh, N. C.
ED 010 062   EDRS Price MF-$0.50 HC-$2.80   70P.

Descriptors: *Basal Reading, *Phonics, *Reading Programs, *Sensory Experiences, Comparative Analysis, First Grade, Goldsboro, North Carolina, Racial Differences, Reading Achievement, Sex Differences.

The purpose of this study was to compare the following approaches to teaching first grade reading (1) a traditional basal reader, (2) basal reader plus intensive phonics instruction, and (3) the latter two methods plus sensory experiences. These three approaches were tried for 140 school days (1 year), using 28 first-grade classes. They were examined from the standpoints of pupil achievement on the whole and achievement within certain groups of children. Among the groups considered were boys versus girls, Negroes versus whites, and repeaters versus nonrepeaters. Also considered were factors of general maturity and level of home environment. Readiness tests, an intelligence test, achievement tests, and nontest data were used to obtain the project results. These results showed that no one of these three approaches was consistently superior to the other two in all areas of achievement considered. Certain test subscores, however, did indicate superiority of the sensory experiences approach. Where the differences were not significant, the difference was still in favor of this approach in all instances. The basal reader approach was second best for Negro subjects. For white subjects, there was no difference between the basal reader and phonics approaches. For reasons of uncontrolled variables, comparisons of total boys versus total girls could not be made. It was suggested that if the study were duplicated with different children and teachers, however, quite different results might be obtained. (JH)

6649

Results of an Exploratory Study of Functional Illiterates in Macon County, Alabama.

By: Pinnock, Theo. J. and others
Tuskegee Inst., Ala.
Report Number CRP-D-184 Pub Date: 66
Report Number BR-5-0023
ED 010 123 EDRS Price MF-$0.75 HC-$7.84 196P.

Descriptors: *Experimental Programs, *Experimental Teaching, *Illiteracy, *Improvement Programs, *Southern Community, Alabama, Educational Disadvantagement, Educational Improvement, Educational Problems, Human Relations, Macon County, Negro Education, Rural Areas, Tuskegee.

An exploratory study on various aspects of functional illiteracy, and an experimental instructional program were conducted. In Macon County, Alabama, the sample selection consisted of approximately 650 Negro and 10 white illiterates from a southern community. Data were gathered through interviews, questionnaires, tests, and rating techniques. Data were analyzed on personal variables, educational background, educational aspirations, economic status, and community involvement and participation. Approximately 18 pages reported conclusions and recommendations. Some of the more general findings were--(1) 96 percent of the subjects had completed only the eighth grade or less, (2) reasons for illiteracy were many and varied, and (3) two of the major problems were found to be the indifferent attitude of the state toward illiterate Negroes and Caucasians and a communication breakdown between the races. The teaching and testing experiments indicated enthusiastic participation by the subjects. The subject matter offered appeared to meet their needs. The recommendations suggested means to ameliorate problems and provide opportunities for illiterate persons. (RS)

6650

A Study of English Programs in Selected High Schools which Consistently Educate Outstanding Students in English.

By: Squire, James R. & Applebee, Roger K.
University of Illinois, Urbana
Report Number CRP-1994 Pub Date: 66
Report Number BR-5-0388
ED 010 163 EDRS Price MF-$2.50 HC-$24.76 619P.

Descriptors: *Case Studies (Education), *English Curriculum, *English Instruction, *Program Evaluation, *Secondary Education, English Literature, Illinois, Urbana.

By identifying and studying secondary English programs which were reported to be outstanding, the investigators sought to identify characteristics of superior programs which might be emulated in other schools. To guide staff members in planning, 12 hypotheses were formulated. The method used was a series of case studies of individual English programs. Student groups were matched, instruments created for measurement, and observers selected and prepared. The findings pertaining to the 12 hypotheses provided only a partial summary of the overall results. Other findings indicated that many of the programs evaluated were far weaker than they should be. (TC)

6651

First-Grade Reading Instruction.

By: Robinson, R. E.
Asheville City Schools, N. C.
Report Number CRP-2874 Pub Date: 66
Report Number BR-5-0554
ED 010 171 EDRS Price MF-$0.25 HC-$1.88 47P.

Descriptors: *Nongraded Classes, *Preschool Programs, *Reading Achievement, *Reading Program, Asheville, Basal Reading, First Grade, Head Start, Metropolitan Readiness Test, North Carolina, Reading Readiness.

The major objective of this study was to test the null hypothesis that there would be no significant differences in the change in reading achievement level of several varied groups of pupils. The measure of reading achievement was the Metropolitan Readiness Test. The minimum acceptable confidence level was .05. Several conclusions were reached. First, when continuous progress program pupils who were taught by teachers who had formal training within the last 5 years were compared with pupils in the same program who were taught by teachers without formal training within the past 5 years, no significant differences appeared. Secondly, under this situation, Head Start program pupils were able to compete equally with other first graders. (LP)

6652

Relations Between Teacher Practice and Knowledge of Reading Theory in Selected Grade School Classes.

By: Guszak, Frank J.
Univ. of Wisconsin, Madison Campus, Sch. of Educ.
Report Number CRP-S-437 Pub Date: 66
Report Number BR-5-8402
ED 010 191 EDRS Price MF-$0.50 HC-$5.08 127P.

Descriptors: *Comprehension, *Comprehension Development, *Elementary School Teachers, *Reading Comprehension, *Teacher Education, Elementary Schools, Inservice Teacher Education, Madison, Preservice Education, San Angelo, Teachers, Texas, Wisconsin.

The problem of this research was to investigate the relations that might exist between teacher knowledge of and practices in the development of reading comprehension. Preliminary to the development of specific research questions were a series of general questions grouped under these main categories--(1) teacher knowledge of comprehension theory, (2) teacher practices in comprehension development, and (3) relations between teacher knowledge and practices. Five test instruments were involved in the study--(1) reading comprehension theory test, (2) reading comprehension solicitation-response inventory, (3) congruence-incongruence dimension, (4) solicitation-response unit, and (5) solicitation-response episode. The sample consisted of second-, fourth-, and sixth-grade teachers drawn at random from 16 elementary schools in San Angelo, Texas. The study results are presented in terms of comprehension theory, comprehension development, and the relations between knowledge and practice. Implications are made for preservice and inservice teacher education. (JC)

6653

Measures of Learning Rates for Elementary School Students in Mathematics and Reading Under a Program of Individually Prescribed Instruction.

By: Yeager, John L.
University of Pittsburgh
Report Number BR-5-0253-Thesis-1
ED 010 209 EDRS Price MF-$0.50 HC-$3.68 92P.

Descriptors: *Individualized Programs, *Learning Laboratory, *Mathematics Instruction, *Rating Scale, *Reading Instruction, Elementary School Students, Individualized Curriculum, Learning Experiences, Measurement Techniques, Pennsylvania, Performance Factors, Pittsburgh, Programed Instruction.

The consistency of three measures of learning rate in mathematics and reading was studied over different units of study. Students of grades one through six (N=152) were assigned to a specific level in a content area based on subject mastery. The rate measures included the total number of mathematics and reading units mastered by a student, the number of days a student required to master a given unit, and an index of rate of learning. The results indicated that the rate of student learning, as measured, was specific to a given task, and not a general factor operating uniformly in all learning situations. Nonconsistent student-learning rate was found between the curriculum areas of mathematics and reading for those rate measures pertaining to specific units. Finally, the level of reading achievement was not related to the rate of learning measures for specific units. (RS)

6654

Emotions and Images in Language--A Learning Analysis of Their Acquisition and Function.

By: Staats, Arthur W.
Univ. of Wisconsin, Madison Camp. Res. and Dev. Ctr.
Report Number BR-5-0216-OP-1 Pub Date: 66
Report Number OP-1
Contract OEC-5-10-154
ED 010 213 EDRS Price MF-$0.25 HC-$1.08 27P.

Descriptors: *Conditioned Stimulus, *Language, *Learning Processes, *Learning Theories, *Research and Development Centers, *Theories, Emotional Experiences, Language Development, Language Patterns, Language Research, Madison, Reinforcement, Stimulus Behavior, Transfer of Training, Wisconsin.

This article presented theoretical and experimental analyses concerning important aspects of language. It was suggested that a learning theory which integrates instrumental and classical conditioning, cutting across theoretical lines, could serve as the basis for a comprehensive theory of language acquisition and function. The paper illustrated the possibilities of such an integrated learning approach by showing that word meaning is acquired according to the principles of classical conditioning. However, words that have acquired emotional meaning through the process of classical conditioning function for the individual according to the principles of instrumental conditioning. The findings presented, derived from the integrated learning theory, contribute toward a learning conception of word meaning, indicate one of the most powerful functions of language (its motivational function), and demonstrate the value of the approach. An analysis of another type of word meaning, denotative meaning, was also presented. (JC)

6655

The Relation of Reading Achievement to One Aspect of "Realism" Among 7- to 12-Year-Old Boys.

By: Solomon, Marilyn
New York Univ., School of Education
Report Number CRP-S-616-65 Pub Date: 66
Report Number BR-5-8380
ED 010 251 EDRS Price MF-$0.50 HC-$2.40 60P.

Descriptors: *Concept Formation, *Developmental Reading, *Moral Values, *Reading Research, *Retarded Readers, Males, New York, New York City, Reading Achievement, Reading Failure, Reading Processes.

This investigation studied the relationship between reading achievement and moral realism in 7- to 12-year-old boys. Intragroup trends and intergroup differences in moral realism among retarded and successful readers were compared and evaluated. A horizontal analysis and a vertical analysis were performed in order to determine the presence of a certain developmental trend in moral thinking (structuring) in successful readers that may not be present in retarded readers. From the data obtained by interviews it was found that children who are retarded in reading achievement are also somewhat retarded in moral-conceptual development as measured in Piaget's terms. The study showed that there is evidence of a lag in moral realism in retarded readers when they are compared to successful readers. (GD)

6656

Translated Reading Tests as Culture-Fair Measures for Foreign Students.

By: Kumbaraci, Turkan E.
Columbia Univ., New York
Report Number CRP-S-177 Pub Date: 66
Report Number BR-5-8214
Contract OEC-5-10-108
ED 010 258 EDRS Price MF-$0.50 HC-$4.96 124P.

Descriptors: *Culture Free Tests, *Foreign Students, *Item Analysis, *Reading Comprehension, *Reading Tests, *Screening Tests, *Test Validity, College Entrance Examinations, College Students, Comparative Analysis, Cultural Differences, New York, New York City, Turkey, Turkish.

A comparison of an English language reading comprehension test with its Turkish translation and retranslation was conducted. The instruments consisted of two parallel forms of a reading test of college entrance level. They were translated into Turkish, and then retranslated into English. Supplementary measures were also employed. The sample consisted of 896 Turkish high school seniors and college students, and 1,324 American high school seniors and college students. Several suggestions were discussed for the perfection of the instruments used for screening foregin students and for cross-cultural item statistics. (RS)

6657

Non-Overt Reinforced Cloze Procedure.

By: Bloomer, Richard H. and others
University of Connecticut, Storrs
Report Number CRP-2245 Pub Date: 66
Report Number BR-5-0534
ED 010 270 EDRS Price MF-$0.50 HC-$5.04 152P.

Descriptors: *Cloze Procedure, *Language Ability, *Reading Comprehension, Connecticut, Measurement Techniques, Reinforcement, Storrs, Testing Programs.

The study measured the effects of training in a series of cloze procedure exercises upon reading comprehension. Students were instructed to fill in blank spaces in written text. This act of closure itself was considered to be a non-overt reinforcement. Students (1,411) in 49 classrooms participated in the study. A cross-sectional group was studied for 3 weeks, and a longitudinal group for 12 weeks. The students were from grades 5, 7, 9, and 11. The authors concluded that reading comprehension was not improved but suggested other possible uses of the procedure. (JK)

6658

School Achievement and Effect of Type Size on Reading in Visually Handicapped Children.

By: Birch, Jack W. and others
University of Pittsburgh, School of Education
Report Number CRP-1766 Pub Date: 66

Report Number BR-5-0367
Contract OEC-4-10-028
ED 010 274 EDRS Price MF-$0.75 HC-$6.64 166P.

Descriptors: *Achievement Tests, *Reading Achievement, *Reading Skills, *Special Education, *Visually Handicapped, Comparative Analysis, Grade 5, Grade 6, Pennsylvania, Pittsburgh, Written Language.

The relationship between visual deficits and achievement was studied. Partially seeing children (424) from the fifth and sixth grades were administered five equivalent forms of a standardized test containing school-like reading tasks. A Latin square design was used to spread the effects of teachers' skill in test administration, practice, levels of pupil motivation, and possible effects of type size change. Various data on the subjects were obtained from their teachers. A comprehensive achievement test was later printed in type sizes 12-, 15-, 18-, 21-, and 24-point, and administered according to the preference of the subjects. This test was administered under both timed and untimed conditions. Data were collected on reading distance employed and other variables. Statistical analysis revealed no relationship between the best type size and achievement or between the reading distance typically used and test scores. There was educational retardation of one grade level on a grade-to-grade comparison with nonhandicapped children. Other results, implications, and conclusions concerning (1) special education practices, (2) teacher education, (3) vocational rehabilitation, and (4) research were included. (RS)

6659

Report of the First Research Planning Conference Held Under the Auspices of Project Literacy (Title Supplied)--Project Literacy Reports, No. 1.

By: Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-1 Pub Date: Jul 64
Report Number BR-5-0617-1
Contract OEC-4-10-113
ED 010 307 EDRS Price MF-$0.25 HC-$1.68 42P.

Descriptors: *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the first research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 12 papers presented are (1) "Arousal--Implications for a

Learning-to-Read Paradigm," (2) "Acquired Relevance of Cues in Reading--The Learning of Selective Observing Responses," (3) "Systematic Investigation of Certain Variables Basic to the Development of Effective Instructional Sequences in Reading," (4) "Reading as a Motor Skill--A Mediation Model," (5) "Stimulus Factors in Literacy--Graphic Communication, Verbal and Nonverbal," (6) "Reading as a Perceptual Skill," (7) "Neurophysiology of Recognition and Intersensory Aspects of Reading," (8) "Eidetic Imagery in Children--Summary of Research," (9) "Research Plans and Preliminary Results Relevant to Project Literacy," (10) "Comprehension with Use of Phonic Teaching Methods," (11) "Suggestions for Research on the Use of the Child's Knowledge of Spoken Language in the Teaching of Reading and Writing," and (12) "Eleven Hypotheses in Search of a (Cognitive) Method--Notes on Seminar Talk." (JH)

6660

Report of the Second Research Planning Conference Held Under the Auspices of Project Literacy in Chicago, Illinois, August 6-8, 1964--Project Literacy Reports, No. 2.

By: Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-2   Pub Date: Sep 64
Report Number BR-5-0617-2
Contract OEC-4-10-113
ED 010 308   EDRS Price MF-$0.25 HC-$2.32   58P.

Descriptors: *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the second research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 10 papers presented are (1) "Spelling to Sound--Rules and a Model," (2) "Proposal for a Research Program in Written English and Its Relation to Spoken English," (3) "A Proposed Study of Negro and Puerto Rican Speech in New York City," (4) "A Proposal for the Study of the Grammar of Negro English in New York City," (5) "Communication Barriers to the Culturally Deprived," (6) "Prerequisites for Linguistic Studies on the Effects of Dialect Differences on Learning to Read," (7) "Preliminary Outline of Pilot Studies on Relations of Comprehension and Speech in Preschool Children," (8) "Language Skills in the Context of the Child's Cognitive Development," (9) "A Study of Sequential Speech in Young Children," and (10) "The Validity of Pause as an Index of Units in Language." (JH)

6661

Report of the Third Research Conference Held Under the Auspices of Project Literacy in Swampscott, Massachusetts, September 25-27, 1964--Project Literacy Reports, No. 3.

By: Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-3 Pub Date: Nov 64
Report Number BR-5-0617-3
Contract OEC-4-10-113
ED 010 309 EDRS Price MF-$0.50 HC-$2.56 64P.

Descriptors: *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the third research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 10 papers presented are (1) "The Child's Acquisition of Grammar," (2) "The Reading Readiness Nursery School," (3) "Some Observations of the Learning Environment of the Child Growing Up in the South End of Boston," (4) "Research Plans for Studies of Cognitive Socialization," (5) "Perceptual Discrimination, Social Class, and Age--A Brief Description of Planned Research," (6) "Expansion Training and the Child's Acquisition of Grammar," (7) "Mental Abilities of Children in Different Social Class and Cultural Groups," (8) "The Use of Linguistic Structures in Learning," (9) "Aural and Visual Learning in Children," and (10) "Brief Statement of Research Ideas--Motivational Content Analysis of Primers." (JH)

6662

Report of the Fourth Research Planning Conference Held Under the Auspices of Project Literacy in Princeton, New Jersey, December 11-13, 1964--Project Literacy Reports, No. 4.

By: Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-4 Pub Date: Dec 64
Report Number BR-5-0617-4
Contract OEC-4-10-113
ED 010 310 EDRS Price MF-$0.50 HC-$2.36 59P.

Descriptors: *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the fourth research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the eight papers presented are (1) "Responsive Environments," (2) "An Abstract of Proposed Research Directed Toward Developing Self-Instructional Reading Programs," (3) "Empirical Development of a Beginning Reading Skill," (4) "Computer-Based Instruction in Initial Reading," (5) "Beginning Reading--An Eclectic Phonic Approach," (6) "A Framework for the Analysis of Early Reading Behavior," (7) "Effects of Compensatory Preschool Programs," and (8) "Proposal for Study of Various Aspects of Teaching Effectiveness with Children of Differing Characteristics," (JH)

6663

The Analysis of Reading Skill, A Program of Basic and Applied Research--Project Literacy Reports, No. 5.

By: Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-X-020-5 Pub Date: Nov 65
Report Number BR-5-0537-5
Contract OEC-6-10-028
ED 010 311 EDRS Price MF-$0.25 HC-$2.20 55P.

Descriptors: *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of several research papers related to the analysis of reading skill prepared for "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of these papers are (1) "Experiments on Four Aspects of Reading Skill and Its Attainment," (2) "Studies for Various Aspects of Reading," (3) "The Comparison of Mediated Perception with Direct Perception," (4) "Notes on Scribbling in Young Children," (5) "Relationships Between Written and Spoken English," and (6) "Toward a General Theory of Graphic Communications--I. The component Perceptuomotor Skills at Different Literacy Levels." (JH)

6664

Report of the Fifth Research Planning Conference Held Under the Auspices of Project Literacy in New York, New York, December 10-12, 1965--Project Literacy Reports, No. 6.

By: Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-X-020-6 Pub Date: Jan 66
Report Number BR-5-0537-6
Contract OEC-6-10-028
ED 010 312 EDRS Price MF-$0.25 HC-$2.32 58P.

Descriptors: *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the fifth research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the seven papers presented are (1) "In Search of Central Nervous System (CNS) Correlates of Reading Skills and Disabilities," (2) "How to Read Without Listening," (3) "Personality and Cognitive Growth," (4) "A Preliminary Outline of Research on Perceptual Correlates of the Impulsivity-Reflectivity Dimension," (5) "Three Approaches to the Problem of Understanding Language Development," (6) "Projected Activities," and (7) "Some Notes on Learning to Read and Learning to Speak." (JH)

6665

Reports of Research in Progress--Project Literacy Reports, No. 7.

By: Levin, Harry and others
Cornell Univ., Ithaca, N Y.
Report Number CRP-X-020-7 Pub Date: Sep 66
Report Number BR-5-0537-7
Contract OEC-6-10-028
ED 010 313 EDRS Price MF-$0.50 HC-$3.80 95P.

Descriptors: *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of several research papers presented for "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of these papers are (1) "Motivational Content Analysis of Primers," (2) "Outline of Research on the English of Negro and Puerto Rican Speakers in New York City," (3) "Verbal and Visual Elaboration in Paired Associate Learning," (4) "Eidetic Imagery in Children," (5) "Adult-Child Interaction in Preschool Years," (6) "The Child's Knowledge of English Pluralization Rules," (7) "A Study of Selected Grapheme-Phoneme Correspondence Patterns," (8) "On the Interactions of Memory and Perception," (9) "The Role of Pronounceability in

Perception of Pseudo-Words by Hearing and Deaf Subjects," (10) "Perceptual 'Chunking' and Storage in Reading Words," and (11) "Sentence Structure and the Eye-Voice Span." (JH)

6666

An Experimental Study of the Group Versus the One-to-One Instructional Relationship in First Grade Basal Reading Programs.

By: MacDonald, James B. and others
Univ. of Wisconsin, Madison Campus, Sch. of Educ.
Report Number CRP-2674 Pub Date: 66
Report Number BR-5-0485
ED 010 330 EDRS Price MF-$0.25 HC-$2.20 55P.

Descriptors: *Grade 1, *Individual Instruction, *Reading Achievement, *Reading Programs, *Teaching Techniques, Basic Reading, Comparative Analysis, Group Instruction, Madison, Tutoring, Wisconsin.

The relationship of two patterns of instruction to various aspects of beginning reading instruction was studied. These aspects included (1) reading achievement, (2) school-related attitudes, (3) sociometric choices, (4) school-related anxiety, and (5) teacher awareness. The 10 experimental and 10 control groups were pretested with the Metropolitan Readiness and Pintner-Cunningham Tests. The experimental treatment consisted of the use of the one-to-one procedure while the control group used the traditional basal reading three-group procedure. Results of the study indicated that no significant differences existed between the two groups in reading achievement, pupil school-related anxiety, or teacher knowledge of pupil achievement. Significant differences favoring the experimental group were found on measures of pupil attitude toward reading and on the pattern of pupil friendship choices. (RS)

6667

Relationship Between School-Community Coordinating Procedures and Reading Achievement.

By: Litwak, Eugene and others
Center for Advanced Study in Behavioral Sciences
Report Number BR-5-0355 Pub Date: 31 Dec 66
University of Michigan, School of Social Work
Report Number CRP-1796
Contract OEC-3-10-033
ED 010 376 EDRS Price MF-$2.50 HC-$23.28 582P.

Descriptors: *Educational Theories, *Performance Factors, *Reading Achievement, *School Community Relationship, *Surveys, Ann Arbor, California, Michigan, Stanford.

The relationship of the school and community to reading achievement was studied by application of "A Balance Theory of Coordination." Interlocking surveys were conducted by administering questionnaires and interviews to a sample of 4,402 people, consisting of children from 18 elementary schools, their parents, their neighbors, and school personnel and teachers. The areas under study included (1) the neighborhood and the family as primary community groups, (2) school-community linkage mechanisms, and (3) bureaucratic organizations (schools) and goal achievement. A summary of major points showed that primary groups, bureaucratic structures, and their linkages must be taken into account if one is to understand the way school-community contact might affect the children's academic performance. (RS)

6668

A Study of Approaches to First-Grade English Reading Instruction for Children from Spanish-Speaking Homes.

By: McCanne, Roy
State Dept. of Education, Denver, Colo.
Report Number CRP-2734 Pub Date: 66
Report Number BR-5-0476
ED 010 380 EDRS Price MF-$1.25 HC-$10.80 270P.

Descriptors: *Beginning Reading, *Bilingual Students, *Language Arts, *Reading Processes, *Reading Programs, Basic Reading, Colorado, Comparative Analysis, Denver, Grade 1, Language Skills, Linguistics, Skill Development.

Comparisons were made among three approaches to developing English arts skills, particularly in reading, with first-grade children from Spanish-speaking homes. Participating children were randomly given one of three instructional treatments for English reading--(1) basal reading, (2) second language reading, and (3) language-experience reading. It was hypothesized that there would be no difference in these approaches. Each treatment was experimentally administered for 140 school days. With reference to understanding spoken English and to mechanical writing skills, no significant differences were found among the three approaches. Basal reading was favored with reference to reading readiness skills, reading vocabulary, word recognition skills, attitude toward reading, and general reading achievement. Both basal and second language reading were favored with reference to oral vocabulary and reading comprehension. For the skill of writing fluently, both the second language and language-experience approaches were favored. Because of restrictions placed upon the study by teacher and pupil population variables, only tentative conclusions were formulated. (JH)

6669

Effects of Age, Social Status, Sex, and Race Upon the Understanding of Word Meanings Independent of Sentence Context.

By: Crockett, Walter H.
Clark Univ., Worcester, Mass.
Report Number HRD-266-65 Pub Date: Nov 66
Report Number BR-5-0697
Grant OEG-5-85-081
ED 010 381 EDRS Price MF-$0.25 HC-$1.48 37P.

Descriptors: *Individual Differences, *Reading Skills, *Socioeconomic Status, *Verbal Ability, *Word Recognition, Age Differences, Massachusetts, Racial Differences, Sex Differences, Worcester, Word Context Test.

Individual differences which affect the ability to acquire word understanding were investigated. Groups of eight children were administered the "Word Context Test." Twelve different groups were formed by varying grade level (third versus sixth), sex, and socioeconomic status (white middle class, Negro lower status, and white lower status). Middle-class children showed a significantly higher level of verbal output than their low-status counterparts. This was consistent with the differences emphasis placed on verbalization by different social strata. In the adequacy of the solutions that were offered and the level of cognitive processes used, sixth graders performed at a consistently higher level than third graders. Contrary to hypothesis, there were no significant differences between groups from different social strata on any of the measures that were scored. There was a consistent sex difference in the use of word-sentence fusion as a signification process, with girls showing consistently more such responses than boys. (GC)

6670

An Exploratory Study of Reading-Thinking Patterns Among Children of Varying Abilities.

By: Henderson, Edmund H. & Long, Barbara H.
University of Delaware, Newark
Report Number BR-5-8075 Pub Date: 66
Report Number CRP-S-374
Contract OEC-5-10-440
ED 010 404 EDRS Price MF-$0.25 HC-$1.40 35P.

Descriptors: *Concept Formation, *Reading Achievement, *Reading Processes, *Self-Concept, *Thought Processes, Cognitive Ability, Creativity, Delaware, Elementary School Students, Gifted, Grade 5, Newark, Pennsylvania, Reading Decisions Test, Yardley.

The relationship between "reading decisions" and each of the following variables was investigated--(1) reading achievement not related to intelligence, (2) independent measures of originality and opinion formation, and (3) the personality characteristics of independence, individualism, and self-esteem. The term "reading decisions" was used to denote individual student recognitions of the possibility of divergent plot outcomes at the beginning and at the midpoint of a story. In this study, measured "recognitions of possibilities" were obtained from a sample of high-ability fifth-grade students before and during their reading of a short story. No significant relationships were found between the students' "reading decisions" and the variables of originality, opinion formation, or personality characteristics. Some significant interactions, however, were found between certain aspects of "reading decisions" and reading achievement corrected for IQ. This finding was replicated using a larger sample population. In a major by-product of this study, the investigators were able to relate several measures of self-concept to reading achievement relative to arithmetic. Those students with high reading achievement scores (relative to reading achievement corrected for arithmetic) showed better social orientations and appeared to discriminate themselves as being both different and complex. Girls with high reading achievement scores were significantly higher in self-esteem than were boys with high reading achievement scores. (JH)

6671

English for Reluctant Learners, Grades 7-9, English in Every Classroom.

By: Fader, Daniel N.
University of Michigan, Ann Arbor
Report Number BR-5-8413   Pub Date: Oct 66
Contract OEC-6-10-313
ED 010 424   EDRS Price MF-$0.25 HC-$2.12   53P.

Descriptors: *English Curriculum, *English Instruction, *Motivation Techniques, *Reading Improvement, *Writing Skills, Ann Arbor, Enrichment Programs, Junior High Schools, Michigan, Student Motivation.

A program designed to better motivate average students in reading and writing was added to the curriculum of a junior high school. Based on saturation and diffusion of materials, the program utilized such materials as journals, newspapers, magazines, and theme writing in academic classrooms other than English. The outcome was greater motivation on the part of the student participants, and several implications were apparent. Conclusions were that the approach to literature be social rather than literary, that English teachers have wider latitude in the selection and creation of materials, and that language skills be taught through organic rather than mechanical means. (GD)

6672

Evaluation of the Contribution of Special Programs in the Washington, D. C., Schools to the Prediction and Prevention of Delinquency.

By: Dailey, John T.
George Washington Univ., Washington, D. C.
Report Number BR-6-1811 Pub Date: Aug 66
Contract OEC-2-6-061811-0575
ED 010 431 EDRS Price MF-$0.50 HC-2.92 73P.

Descriptors: *Community Role, *Delinquency Prevention, *Delinquent Identification, *Family Role, *Reading Failure, *School Role, Delinquency Causes, District of Columbia, Family Status, Program Evaluation, School Involvement, School Responsibility, Special Services, Youth Problems.

The effect of various antidelinquency school programs was studied using a sample of 1,634 youths, 17 years of age. Eighty percent of the sample were youths referred to Juvenile Court in 1964-65, and 20 percent were without court records. Data about these youths were obtained from school records. Information from the 1960 census about neighborhood factors was added. The school and community factors most predictive of delinquency rate were (1) school reading level, (2) years of education of adult population, and (3) proportion of adult population with income above $2,000. Findings showed that success of a school was proportional to the types of families it served, almost regardless of such factors as school size, age of building, per pupil expenditure, overcrowding, or class size. In those areas where families were assimilating their children into modern organized society, including some predominantly Negro neighborhoods, performance in school was good and juvenile crime was minimal. Schools played their most important part in delinquency prevention with their regular academic programs, as the best way to reduce delinquency was to reduce the number of students who failed to read adequately in elementary school. (RS)

6673

An Evaluation of the Inductive and Deductive Group Approaches to Teaching Selected Word Analysis Generalizations to Disabled Readers in Eighth and Ninth Grades.

By: Burmeister, Lou E.
Wisconsin Univ., Madison
Report Number BR-5-0216-TR-12 Pub Date: Nov 66
Contract OEC-5-10-154
ED 010 514 EDRS Price MF-$0.25 HC-$2.04 51P.

Descriptors: *Learning Processes, *Phonics, *Pronunciation Instruction, *Reading Instruction, *Structural Analysis, Associative Learning, Cognitive Processes, Grade 8, Grade 9, Logical Thinking, Madison, Reading Research, Research and Development Centers, Teaching Techniques, Wisconsin, Word Recognition.

The relative effectiveness of inductive and deductive approaches to the instruction of word analysis tasks was studied. A number of phonic and structural analysis generalizations, applied to the pronunciation of words above the primary level in difficulty, were presented to eighth- and ninth-graders of average mental ability but who were weak in word analysis. Results indicated that both experimental groups, inductive and deductive, differed on total mean scores from a control group. The experimental groups were superior in oral reading but not in silent reading. (GD)

6674

A Reading Program for Mexican-American Children. First Interim Report.

By: Amsden, Constance
California State College at Los Angeles
Report Number BR-5-0559 Pub Date: Oct 66
Report Number HRD-374
Contract OEC-6-85-070
ED 010 532 EDRS Price MF-$0.75 HC-$6.28 157P.

Descriptors: *Bilingual Schools, *Mexican-Americans, *Reading Achievement, *School Community Programs, *Speech Improvement, Academic Achievement, Autoinstructional Methods, California, Cultural Awareness, Individualized Programs, Language Research, Los Angeles, Parent Participation, Self-Concept.

A preliminary developmental program in beginning reading was established for Mexican-American children in an East Los Angeles school. The program was designed to develop oral language skills and to reinforce traditional cultural values in the Mexican-American community. Baseline data were obtained on both reading achievement and oral language development. In addition, independent studies were undertaken of (1) the Spanish language proficiency of the children and (2) Spanish influence on the children's oral English. A continuing emphasis on parent participation, individualized instruction, self-instruction, and cultural awareness was recommended to assure the children's academic progress and to develop their senses of identity and self-esteem. (JH)

6675

An Exploratory Study of the Relationship of Auditory-Visual and Tactual-Visual Integration to Intelligence and Reading Achievement.

By: Ford, Marguerite P.
Columbia Univ., New York, Teachers College
Report Number BR-6-8055 Pub Date: Jan 67
Contract OEC-6-10-320
ED 010 595 EDRS Price MF-$0.25 HC-$0.92 23P.

Descriptors: *Auditory-Visual Tests, *Comparative Analysis, *Measurement Instruments, *Tactual-Visual Tests, *Task Performance, Intelligence Level, New York, New York City, Reading Achievement, Visual Perception.

The relationship of auditory-visual and tactual-visual integration to intelligence and reading achievement was investigated. In addition, the relationship of the two intersensory integration tasks to each other and to the type of reading errors made on an oral diagnostic reading test was also explored. The sample was composed of 121 white fourth-grade boys drawn from a middle-class suburban community. The measure of tactual-integration required the matching of a geometric shape felt, but not seen, to one of four visual choices. The measure of auditory-visual integration required subjects to match a rhythmic auditory pattern with one of four visual dot patterns. The tactual-visual test, auditory-visual test, and the Gates-McKillop reading diagnostic test were administered to all subjects. Scores on the Henmon-Nelson intelligence test and the Iowa tests of basic skills were obtained from school records. All the data were subjected to a correlated analysis. The results of the study indicated that auditory-visual integration skills were significantly related to intelligence and to both silent and oral reading ability, whereas tactual-visual integration skills were not, the findings in this case differing markedly from those of Buchner (Columbia University, 1964). It was recognized that these results held only for the types of intersensory integration tasks employed and that generalizations to other types of intersensory tasks could not be made. (GD)

6676

Effect of a Special Program in Literature on the Vocabulary and Reading Achievement of Second Grade Children in Special Service Schools.

By: Cohen, Dorothy H.
New York Univ., N. Y., Sch. of Education
Report Number CRP-S-254 Pub Date: 66
Report Number BR-5-8034
ED 010 602 EDRS Price MF-$0.75 HC-$7.52 188P.

Descriptors: *Comprehension Development, *Literature Programs, *Reading Achievement, *Story Reading, *Vocabulary Development, Child Development, Curriculum Enrichment, Disadvantaged Youth, Free Association Vocabulary Test, Grade 2, Metropolitan Reading Achievement Test, New York, New York City, Reading Programs, Special Schools, Teacher Improvement, Teaching Methods.

A special program of literature and accompanying activities was introduced into the curriculum of disadvantaged second-grade children to cause significant measurable improvement in the vocabulary and reading achievement of these children. Seven special-service elementary schools in New York City provided the research setting. At the beginning of the research, 580 second-grade children were administered the free association vocabulary test and the Metropolitan Reading Achievement Test, upper primary, grade 2. Experimental and control classes were set up on a random basis. For the experimental classes, teachers were asked to read a story every day of the school year from specially selected books. These stories were introduced in an order of increasing difficulty and were each accompanied by followup activities designed to enhance comprehension. Stories read to the control classes were introduced only as an occasional treat and followed no specified pattern. Post-tests administered at the end of the academic year yielded suitable data from 285 pupils. Analyses of covariance led to the conclusion that oral language correlates with reading, and both can be significantly improved by regular exposure to stories read aloud. One of the implications of the research was that teachers, especially teachers of the disadvantaged, must be familiar with children's literature suitable to the age and stage of development of the children they are teaching. (JH)

6677

The Effectiveness of Emphasizing Reading Skills in an English Course for Underachievers.

By: Emans, Robert
Chicago Univ., Ill.
Report Number CRP-S-252 Pub Date: 66
Report Number BR-5-8383
ED 010 606 EDRS Price MF-$0.50 HC-$3.08 77P.

Descriptors: *English Instruction, *High School Students, *Reading Instruction, *Reading Skills, *Underachievers, Chicago, English Curriculum, Illinois, Reading, Reading Achievement, Reading Comprehension, Reading Programs.

Specially adjusted English courses for underachieving students in grades 10 through 12 were specifically designed to emphasize reading skills. A 15-student sample was divided into one experimental and two control groups and was matched on IQ, reading achievement, and grammar. The data were gathered over a period of 1 academic year, and the following hypotheses were tested--(1) emphasis on reading will be related to greater achievement in reading skills, (2) consequent reduction of grammar and essay writing for the sample group will not significantly impede achievement in these areas when compared with the control groups, and (3) students taking a course adjusted to their needs will express more positive attitudes toward learning than those students in unadjusted courses. After comparing the post-tests to the pretests, the author found that the experimental group made substantial gains in reading skills, and the two control groups also made gains but in smaller amounts. None of the groups made gains in comprehension. There was no significant difference among the three groups in both grammar and essay writing even though the experimental group received no instruction in this area. The experimental group's attitude toward learning was not improved, and in effect became hostile. The author suggested that, if some meaningful demonstration of the real progress made by the experimental group could be effected, the group would not feel singled out as "dumb" and would possibly evince a more positive attitude toward learning. The author concluded that such a specially designed English course which does not single out the underachiever as being different or unusual could be successfully implemented. (PM)

6678

Factors Affecting Learning to Read.

By: Hayes, Robert B. & Wuest, Richard C.
Pennsylvania State Dept. of Pub. Instr., Harrisburg
Report Number BR-5-0572 Pub Date: Dec 66
New Castle Area Schools, Pa.
Report Number CRP-3124
Contract OEC-6-10-122
ED 010 615 EDRS Price MF-$0.75 HC-$6.48 162P.

Descriptors: *Basic Reading, *Learning Processes, *Linguistic Patterns, *Reading Achievement, *Reading Programs, Academic Ability, Comparative Analysis, Early to Read, Filmstrips, Grade 2, Harrisburg, Initial Teaching Alphabet, Intelligence Quotient, Literature, Longitudinal Studies, New Castle, Pennsylvania, Phonics, Phonics and Word Power, Reading Instruction, Scott Foresman Basal Reader, Stanford Achievement Test, Textbooks.

Four different reading programs were evaluated using 302 second-grade pupils who had participated in the same programs in grade 1. In addition to the study conducted in the second grade, a pilot study was continued into grade 3, and a modified version of the grade 1 study was made again in grade 1. The four reading programs involved were--(1) a "whole-word," ability grouping, eclectic, basal approach of Scott, Foresman, 1960 edition, (2) the preceding approach supplemented by a phonics workbook, "Phonics and Word Power," published in 1964 by American Education Publications, (3) the phonic, filmstrip, whole-class approach, published in 1963 by J. B. Lippincott Company, and (4) the 1964 "Early to Read," ability grouping program of I. T. A. (Initial Teaching Alphabet) Publications, Inc., followed by the "Treasury of Literature Series," published in 1960 by Charles E. Merrill Books, Inc. in three of five Lippincott classes, two of five I.T.A.-Merrill classes, two of five "Phonics and Word Power" classes and none of four Scott, Foresman classes, 50 percent or more pupils achieved at least one-half above their predicted levels. It thus appeared that the first three reading programs enabled pupils to achieve higher reading scores (as measured by the Stanford Achievement Tests). In terms of effectiveness with ability groups, the Scott, Foresman approach appeared to be particularly effective with pupils of low IQ, the Lippincott program with those of average IQ, and both the Lippincott or I.T.A. programs with those of high IQ. All results of the study were viewed as tentative. (JH)

6679

A Study of the Relative Effectiveness of Three Methods of Teaching Reading in Grade One.

By: Hahn, Harry T.
Oakland County Schools, Pontiac, Mich.
Report Number CRP-2687 Pub Date: 65
Report Number BR-5-0491
ED 010 644 EDRS Price MF-$0.50 HC-$3.36 84P.

Descriptors: *Beginning Reading, *Grade 1, *Orthographic Symbols, *Reading Comprehension, *Reading Programs, Basic Reading, Michigan, Pontiac, Reading Development, Reading Instruction, Spelling.

The relative effectiveness of three approaches to beginning reading was studied. The three approaches were (1) Pitman's initial teaching alphabet approach (ITAA), (2) a modified language arts approach with traditional orthography (LAA), and (3) a basic reader approach (BRA). Two interrelated problems were also treated in this study--(1) the effectiveness of the ITAA which was designed to provide a simple and more reliable alphabet for children and (2) the importance of focusing attention on children's own thoughts and ideas to develop self-confidence in reading. The study was conducted in 13 school districts in Michigan, with each district divided into three sections, each using one approach. The students were pretested and after 140 days of instruction were post-tested, and the treatments were compared. Interpretation of the test results showed that no one approach was consistently superior. There were, however, different levels of accomplishment among the three approaches--(1) ITAA and LAA children developed larger reading vocabularies and more effective use of their potential of word analysis, (2) LAA children made more effective use of their intelligence in paragraph comprehension, (3) ITAA children developed a broader range of skills for recognizing isolated words, and (4) LAA and BRA children were better spellers. The investigator concluded that, while a final, positive evaluation of ITAA could not be drawn from this study, the emphasis on starting with thoughts and ideas of children did produce eager learners in the classroom. (PM)

6680

A Study of Selected Spelling-to-Sound Correspondence Patterns.

By: Venezky, Richard L. & Weir, Ruth H.
Stanford Univ., Calif.
Report Number CRP-3090 Pub Date: 66
Report Number BR-5-0454
ED 010 843 EDRS Price MF-$0.50 HC-$3.80 95P.

Descriptors: *Linguistic Patterns, *Models, *Pronunciation, *Reading Research, *Spelling, Graphemes, Orthographic Symbols, Phonemes, Reading Processes, Stanford.

A linguistic model was developed for relating spelling to sound and to explore those facets of English orthography which might relate to the reading process. A detailed analysis of the basis of the orthography was made which included discussions of the grapheme-phoneme parallel, relational units, markers, and graphemic alternations. Revisions and extensions were made to formulate this ideal system for translating from spelling to sound, based on an original group of 20,000 words. Tentative implications pointed to the possibility of teaching various pronunciations not by the simple-sequence method where variant pronunciations are presented sequentially, but by offering all the different pronunciations at once, working with pairs of words which show the different pronunciations. It was felt that the potential generalization derived from this differentiation approach should effect better results than the simple-sequence method. (GD)

6681

Programed Reading Instruction for Culturally Deprived Slow Learners.

By: Malpass, Leslie F. and others
MacDonald Training Ctr. Foundation, Tampa, Fla.
Report Number BR-6-8438   Pub Date: Aug 66
Contract OEC-2-7-068438-0069
ED 011 065   EDRS Price MF-$0.25 HC-$1.80   45P.

Descriptors: *Basic Reading, *Culturally Disadvantaged, *Programed Instruction, *Reading Instruction, *Slow Learners, Beginning Reading, Disadvantaged Youth, Primary Education, Programed Materials, Programed Texts, Tampa, Teaching Machines, Vocabulary Development, Workbooks.

The effectiveness of programed instructional materials for teaching basic reading skills to slow-learning, culturally-deprived, 6 to 9 year-old children was evaluated. The materials studied had been evaluated previously with educable mentally retarded subjects, 10 to 16 years of age. The study was made to determine what modifications of these materials would be needed for use with the younger students. The 45 children were divided into one control group taught by traditional classroom techniques and two experimental groups, one taught by machine and one taught using programed workbooks. Each group received the same list of words selected by the authors. At the end of the experiment, the children were tested for vocabulary improvement. The scores of each group were statistically compared with every other group. The results showed a statistically significant improvement in vocabulary gain for the machine-taught group over the control group and for the workbook-taught group over the control group, but no significant difference was found between the machine-taught and the workbook-taught groups. The authors concluded that programed instructional materials tend to increase reading skills and are feasible for use with the population sampled. (LB)

6682

Field Test and Evaluation of Selected Adult Basic Education Systems.

Greenleigh Associates Inc., New York, N. Y.
Pub Date: Sep 66
ED 011 090   EDRS Price MF-$1.00 HC-$8.80   220P.

Descriptors: *Evaluation, *Illiterate Adults, *Literacy Education, *Reading Programs, *Reading Skills, Achievement Tests, Adult-Teaching, California, Dropouts, Intelligence Tests, Learning to Read and Spell, Literacy Materials, Mott Basic Language Skills Program, New Jersey, New York City, Reading in High Gear, Reading Speed, Research, Systems for Success, Teaching Quality, Welfare Recipients, Word Study Skills.

In a large-scale field test with functionally illiterate adults, this project evaluated four reading systems--learning to read and spell, reading in high gear, Mott basic language skills program, and systems for success. Testing was conducted in seven communities in New York, three in New Jersey, and five in California, providing a mixture of rural and urban residents and diverse ethnic groups. The participants in each state were welfare recipients, 18 years or over, not in school, and below the fifth-grade reading level. Each control group contained 125 participants similar in literacy level and other respects to experimental groups. Small size of control groups made results inconclusive. The variable was level of teacher preparation--trained teachers (preferably experienced in adult education), college graduates, or high school graduates. Criteria for evaluating reading systems were (1) short-term change in reading level, (2) ability to qualify for occupational training or available job opportunities, (3) ability to meet adult responsibilities, (4) highly teachable systems, requiring least possible skill, plus capacity to withstand poor teaching, (5) flexibility in accommodating learners with varying literacy levels and educational backgrounds, (6) level of interest, (7) feasibility, and (8) contribution to the positive education and social experience of learners. Thirty-nine references were included. (LY)

6683

Bibliography on Language Development.

Harvard Univ., Cambridge, Mass.
Report Number BR-5-0215-7
Contract OEC-5-10-239
ED 011 307   EDRS Price MF-$0.25 HC-$0.36   9P.

Descriptors: *Bibliographies, *Language Development, *Language Patterns, *Learning, *Linguistics, Cambridge, Language Skills.

This bibliography lists material on various aspects of language development. Approximately 65 unannotated references are provided to documents dating from 1958 to 1966. Journals, books, and report materials are listed. Subject areas included are the nature of language, linguistics, language learning, language skills, language patterns, and language differences. (TC)

6684

Bibliography on Reading, Supplement I.

Harvard Univ., Cambridge, Mass.
Report Number BR-5-0215-17   Pub Date: Jul 66

Contract OEC-5-10-239
ED 011 317   EDRS Price MF-$0.25 HC-$0.56   14P.

Descriptors: *Beginning Reading, *Bibliographies, *Literacy, *Reading Ability, *Reading Instruction, Basic Reading, Cambridge, Initial Teaching Alphabet, Linguistics, Predictive Measurement, Programed Instruction, Reading Achievement, Reading Difficulty, Reading Readiness.

This supplementary bibliography contains materials on various aspects of reading ability and reading instruction. Unannotated references are provided to 110 documents dating mainly from 1960 to 1966. Research reports, journal articles, conference papers, and unpublished manuscripts are listed. Subject areas included are (1) basal reading, (2) the initial teaching alphabet, (3) linguistics and reading, (4) programed reading, (5) reading readiness and achievement, (6) causes and corrections for reading difficulties, (7) prediction of reading ability, (8) beginning reading, and (9) literacy training. (JH)

6685

Subcultural Differences in Child Language--An Inter-Disciplinary Review.

By: Cazden, Courtney B.
Report Number BR-5-0215-25   Pub Date: 66
Contract OEC-5-10-239
ED 011 325   EDRS Price MF-$0.25 HC-$1.48   37P.

Descriptors: *Culturally Disadvantaged, *Dialects, *Language, *Language Development, *Language Handicaps, Cambridge, Cultural Differences, Language Enrichment, Language Research, Minority Group Children, Peabody Picture Vocabulary Test.

The ways language is used by children in various subculture groups were investigated, and an evaluation was made of whether or not the language of any group can be considered deficient by use of some criteria. The author evaluated research in linguistics, developmental psychology, sociology, and anthropology done with children of different social classes and minority groups. Methods of describing nonstandard English in terms of errors, contrast, and transformational grammar were presented. The author stated that both social and psychological criteria on the deficiency of nonstandard English exists, but that there is more evidence on social grounds. He outlined such mediational variables as social class which affect language development. He stated that phonology and sentence structure may obscure such mediators as the nonverbal context (which includes affective quality and whether the child talks to adults or children), and that language stimulation may vary in quality and quantity. The problems which dialect differences pose for language development scales were probed. The author suggested a child's language development be evaluated for progress toward the norms of his particular speech community. Interindividual and intraindividual modes of communication were presented. The importance of the relationship between these two modes to studies of subcultural differences in child language was stressed. This article is a reprint from "Merrill-Palmer Quarterly of Behavior and Development," volume 12, number 3, 1966. (TC)

6686

A Structural Approach to the Study of Literature for Children.

By: Neumeyer, Peter F.
Report Number BR-5-0215-28 Pub Date: 66
Contract OEC-5-10-239
ED 011 328 EDRS Price MF-$0.25 HC-$0.56 14P.

Descriptors: *Children's Books, *Folklore Books, *Literature, *Reading Interests, *Structural Analysis, Cambridge, Peter Rabbit.

A scheme for categorizing the structure of children's stories is outlined by the author. The scheme, partly derived from the work of Vladimir Propp, is designed to provide testable statements about the books and stories children prefer. The author suggests that there are common denominators within stories, sequences of action or reaction, that, no matter how much the superstructure may vary, always remain the same. It has been found that these "functions" follow an identical set sequence, though in any given tale some functions may be excluded. By assigning symbols to these functions one can obtain an objective counterpart of one dimension of a story. It is then possible to vary one of the functions while holding the others constant. Such structural analysis might also show similarities among tales not usually categorized together. For example, "Peter Rabbit" (1) receives instructions not to do something, (2) violates the instructions, and (3) is rescued from the consequences of the violation. Other stories following this structural sequence are "Babes in the Woods," "Little Red Riding Hood," and "Hansel and Gretel." It may well be that certain structural sequences appeal to children at certain ages, rather than the broad generalizations of animal or adventure. While functions are only one (relatively controllable) ingredient of stories, an understanding of the functions may assist in analyzing the interaction between stories and children. (TC)

6687

Some Implications of Research on Language Development for Preschool Education.

By: Cazden, Courtney B.
Report Number BR-5-0215-29 Pub Date: Feb 66
Contract OEC-5-10-239
ED 011 329 EDRS Price MF-$0.25 HC-$1.24 31P.

Descriptors: *Disadvantaged Youth, *Grammar, *Language Development, *Preschool Programs, *Vocabulary Development, Cambridge.

Recent research on language development was reviewed, and the difficulties of transforming developmental research into prescriptions for education were discussed. Research findings and recommendations for preschool teaching were made under the following headings--(1) the acquisition of grammar, structure of language, (2) the acquisition of vocabulary, (3) the acquisition of multiple functions of language, (4) the acquisition of a standard dialect, (5) the relation of language to nonverbal behavior, (6) beginning reading, and (7) elementary education. The author suggests that the preschool child, especially the disadvantaged child, may be helped most in language development by enlarging his linguistic repertoire rather than by trying to correct his nonstandard form. The need for elementary school programs to provide reinforcement for the innovations of preschool programs was emphasized. This paper was prepared for the social science research council conference on preschool education, Chicago, February 7-9, 1966. (AL)

6688

Problems of Measuring Speech Rate.

By: Carroll, John B.
Report Number BR-5-0215-38 Pub Date: 19 Oct 66
Contract OEC-5-10-239
ED 011 338 EDRS Price MF-$0.25 HC-$0.52 13P.

Descriptors: *Measurement Techniques, *Oral Reading, *Reading Speed, *Speech, *Speech Compression, Cambridge, Louisville, Methodology, Oral Communication, Verbal Communication.

A discussion was presented on the problems of measuring speech rate, a critical variable in speech compression, both in describing the input to any speech compression system and in characterizing the output. The discussion was limited to speech rate measurement of "oral reading rate," only, and did not deal with the measurement of "spontaneous speech." It was reported that if measurements are taken as "units of speech output per unit of time," they will normally be distributed over persons or occasions, but measurements will be positively skewed if taken as "amount of time per unit of performance." The use of "units of time per unit of speech output" was shown to be more effective if very small time units are used to report speech rate data. "Words per minute" was discounted as a unit of speech because words vary in length. As phonemes are difficult to count, the syllable was recommended as the unit of speech output for measuring speech rate, without accepting representative values of the units. These values could be standardized by further research. The author concluded with a discussion on the collection of normative data for standardizing the use of speech units for precise oral reading measurements. This paper was prepared for presentation at a conference on speech compression, University of Louisville, October 19, 1966. (JH)

6689

Big City Dropouts and Illiterates.

By: Dentler, Robert A. & Warshauer, Mary E.
Center for Urban Education, New York, N. Y.
Report Number BR-5-0251 Pub Date: 65
Contract OEC-6-10-083
ED 011 349 EDRS Price MF-$0.75 HC-$5.64 141P.

Descriptors: *Dropout Rate, *Literacy, *National Demography, *Urban Areas, *Urban Dropouts, Census Figures, Economic Factors, Economic Opportunities, Metropolitan Areas, New York City, Research and Development Centers, Social Influences, Urban Youth.

The differences between dropouts and adult illiterates in 131 of the largest cities in the United States were compared to see if these differences were associated with selected features of the local economies and social structures. As a part of the study, a comparative analysis was made of the effects of various programs to prevent or to rehabilitate dropouts and illiterates. The metropolitan communities were ranked in terms of their production of high school dropouts and illiterates. The ranking involved considerations of the economic, demographic, and other social differences between the cities. The investigators sought to answer three related questions--(1) can indicators of the relative performance of big cities with respect to dropout and literacy patterns be devised, (2) when differences due to social and economic background conditions are held constant statistically, what are the correlates of high school withdrawal and adult functional illiteracy, and (3) how are efforts to develop educational or social programs related to community characteristics. The investigators concluded that national and state economic policies, including programs of social insurance, may be of substantial importance in fostering increased educational attainment, while school and welfare programs that attempt to deal directly with dropout prevention or literacy are irrelevant, if not futile. This report was published by the Center for Urban Education, New York, for $3.00. (AL)

6690

Reading Research--What, Why, and for Whom.

By: Levin, Harry
Report Number BR-5-0537-1 Pub Date: Feb 66
Contract OEC-6-10-028
ED 001 582 Document not Available from EDRS.

Descriptors: *English, *Linguistics, *Literacy, *Reading Processes, *Reading Research, *Research Methodology, American Educational Research Association (AERA), Basic Skills, Curriculum Development, Interdisciplinary Approach, National Conference on Research in English, Project Literacy, Reading Development, Reading Skills, Skill Development, Teaching Methods.

The bases of reading research and the fundamental processes of reading were presented. Following an overview of research in reading from about 1916 to the present, the author defined reading as a basic but complex skill, and examined some components which make up the skill. Identification of the process of reading was described in terms of the linguistic method of teaching reading which describes written language as a rendition, or a code, of spoken language. Various aspects of the decoding process used by children in acquiring reading skill were discussed. The author shows that the empirical design for most reading research of the past has been the comparison of two or more teaching methods, a design he believes to be contentious, costly, and uninformative. An alternative approach for developing and evaluating reading curriculums was suggested that included the following steps--(1) an initial approximation to the curriculum, (2) informal observation and manipulation, (3) a revision, followed by more formal, category-directed observation, and (4) revision again with large-scale testing and intensive observation. The objectives and initial activities of project literacy were discussed. The program was described as an interdisciplinary approach to curriculum development, combining classroom research with laboratory experimentation. This paper was published in "Elementary English," February 1966. (JH)

6691

Project Literacy, Coding Unit 1966. A Cognitive Approach to Reading Readiness--Coding Games.

By: Levin, Harry
Report Number BR-5-0537-2 Pub Date: 66
Contract OEC-6-10-028
ED 011 583 EDRS Price MF-$0.25 HC-$1.80 45P.

Descriptors: *Beginning Reading, *Codification, *Curriculum Guides, *Literacy, *Reading Instruction, Aural Stimuli, Curriculum Development, Ithaca, Kindergarten, Linguistic Patterns, Pictorial Stimuli, Project Literacy, Reading Development, Reading Games, Reading Processes, Reading Programs, Reading Readiness, Symbolic Language.

A new curriculum of coding games was developed for beginning readers. The curriculum's content emphasized teaching the child to decode letters into sounds that represent language. The purpose was to show the child the reasonableness of the relationship between writing and speech. The coding games began with an emphasis on language and the various codes that can be used to stand for language. Pictures and picture-symbols were used to introduce written codes. The games were completed with an introduction to the use of alphabetic code (to supplement ability to communicate with simple written symbols). The curriculum was tried out in two kindergarten classes. The results achieved by use of this curriculum were evaluated by interviews with individual children. Although only one child knew a letter stands for a sound, the children understood that codes stand for language and could handle codes effectively. Followup recommendations, as well as an outline of the curriculum itself, were presented in the report. The curriculum was developed as part of "Project Literacy," a comprehensive research program in areas of education relevant to the acquisition of reading and writing skills. (JH)

6692

Data Gathering in the First Grade Project, Project Literacy.

By: Biemiller, Andrew
Report Number BR-5-0537-3 Pub Date: 66
Contract OEC-6-10-028
ED 011 584 EDRS Price MF-$0.25 HC-$1.96 49P.

Descriptors: *Curriculum Evaluation, *Evaluation Techniques, *Literacy, *Observation, *Reading Instruction, Data Sheets, Grade 1, Project Literacy, Reading Programs, Reading Research, Writing.

Methods to be used for evaluating a new first-grade curriculum in reading and writing were presented. The curriculum was developed as part of "Project Literacy," a comprehensive research program in areas of education relevant to the acquisition of literacy skills. Interrelated topics of the curriculum included reading (books, magazines, and general written material), basic sentence construction, coding games, audio-visual discrimination, alphabet learning, correspondences, and handwriting. Forms and schedules were designed for use in reporting the observations and assessments that were to be made to gather data relevant to two problems--(1) the relevancy and effectiveness of the various curriculum topics for learning to read, and (2) the effectiveness of the particular procedures and materials employed for teaching the curriculum topics. The "observation" forms were described under three broad categories--those concerned with attention, those concerned with teacher-child interaction and child performance, and those concerned with a general description of the classroom activities. The "assessment" forms were designed for evaluation of classroom worksheets, brief classroom checks on individuals, testing of groups, and testing of individuals. (JH)

6693

A Pre-Reading Unit on the Rationale for Coding Speech into Writing.

Report Number BR-5-0537-4   Pub Date: 10 Sep 66
Contract OEC-6-10-028
ED 011 585   EDRS Price MF-$0.25 HC-$1.24   31P.

Descriptors: *Literacy, *Pre-Reading Experience, *Reading Instruction, *Teaching Guides, *Written Language, Codification, English, Grade 1, Kindergarten, Language Patterns, Project Literacy, Speech, Symbolic Language, Units of Study (Subject Fields).

This unit guide was designed for demonstrating to the pre-reader that writing is a code for speech and that letters are symbols for sounds made in speech. It was developed as a pre-reading unit under "Project Literacy," a basic research and curriculum development program in areas of education relevant to the acquisition of literacy skills. The lessons of the unit were developed in progressive sequences for allowing the child to form concepts of a variety of communication modes. It was anticipated that the participating child would develop understandings of (1) the arbitrary nature of written language, (2) the importance of sentence ordering to meaning, (3) the left-right orientation used in reading the English language, and (4) the necessity for correctly positioning letters. The unit was designed for use in the second semester of kindergarten or in the first semester of grade 1. (JH)

6694

Summary of the Project Literacy Curriculum Writing Seminar.

Cornell Univ., Ithaca, N. Y.
Report Number BR-5-0537-10   Pub Date: 66
Contract OEC-6-10-028
ED 011 588   EDRS Price MF-$0.25 HC-$0.68   17P.

Descriptors: *Basic Skills, *Beginning Reading, *Conferences, *Fused Curriculum, *Literacy, *Reading Instruction, Classroom Environment, Curriculum Enrichment, Handwriting Skills, Integrated Curriculum, Ithaca, Listening Skills, Phonics, Project Literacy, Reading Readiness, Reading Skills.

A conference was held to improve and expand a fused curriculum in beginning reading. The curriculum had been developed and tentatively evaluated as part of "Project Literacy," a basic research and curriculum development program in areas of education relevant to the acquisition of literacy skills. The focus of the curriculum was on a total literate environment for developing not only the child's basic reading skills, but his handwriting, phonics, and listening skills as well. The topics explored and developed in the conference were--(1) code mediums for relating written language to speech, (2) methods for determining and insuring reading readiness in preschool programs, (3) abilities needed by young children before beginning formal reading instruction, (4) learning letter and sound correspondences, (5) approach to and sequencing of handwriting instruction, (6) choosing and preparing reading materials, (7) classroom organization and ability grouping, (8) combining counting, sorting, and matching, size conceptualization, and other learnings with reading, (9) overall goals of reading instruction, and (10) the use of technical aids in the classroom. A related report is ED 011 589. (JH)

6695

Project Literacy, Summary of First Grade Study, 1965-1966.

By: Robinson, Joanne A.
Report Number BR-5-0537-11 Pub Date: 66
Contract OEC-6-10-028
ED 011 589 EDRS Price MF-$0.50 HC-$4.92 123P.

Descriptors: *Basic Skills, *Beginning Reading, *Fused Curriculum, *Literacy, *Reading Programs, Classroom Environment, Curriculum Guides, Grade 1, Handwriting Skills, Instructional Innovation, Integrated Curriculum, Interdisciplinary Approach, Listening Skills, Phonics, Program Evaluation, Project Literacy, Reading Skills.

An innovative, beginning-reading program was evaluated during a 1-year period of classroom research activity. The program had been developed as a part of "Project Literacy," a basic research and curriculum development effort in areas of education relevant to the acquisition of literacy skills. The evaluation was conducted in a first-grade classroom containing a heterogeneous group of 23 children. Children's own stories, teacher's sentences, trade books, textbooks, messages from one child to another, bulletin-board titles, worksheets, riddles, crossword puzzles, and stories composed by the "Project Literacy" staff were used to allow the child the full range of sampling necessary for reading in various situations. A letter phonics program was integrated with the reading instruction for the slower-moving readers. To create a literate environment, which was the program's first objective, such items as a message board, a tape recorder, and an eletric typewriter were provided. No sharp demarcation was made among the activities of reading, listening, and writing. During each of the instructional periods, these activities were interspersed among subgroups of children. All of the participating children learned to read. Even the slower readers were reading comfortably at a first-grade level at the year's end, and most were reading above grade level. A second-year program with two first-grade classrooms was planned. A related report is ED 011 588. (JH)

6696

An Experimental Approach to the Teaching of Oral Language and Reading.

By: Stemmler, Anne
Report Number BR-5-0249-1 Pub Date: 66
Contract OEC-6-10-108
ED 011 590 Document not Available from EDRS.

Descriptors: *Instructional Innovation, *Models, *Oral Communication, *Reading Instruction, *Spanish-Speaking, Austin, Reading Failure, Reading Improvement, Student Needs, Teacher Qualifications.

The construction of an approach for systematically developing and interrelating oral language and reading behaviors was based on a research study of language development and reading wholly concerned with the educationally disadvantaged, Spanish-speaking child in Texas. The approach was developed from a study of a particular group of children having a high incidence of reading failure, and was offered as a method of identifying and organizing essential elements into a conceptual framework from which to develop a program for teaching beginning reading. It was stressed that in selecting any approach to the teaching of reading, including this approach which combines a self-concept program and a science program, the choice should be based on the needs of the target population and the qualifications of the teachers who will apply the approach. This paper was published in "Harvard Educational Review," Winter 1966. (GD)

6697

Developmental Sociolinguistics--Inner City Children.

By: Entwisle, Doris R.
Johns Hopkins Univ., Baltimore, Md.

Report Number BR-6-1610-1   Pub Date: May 67
Grant OEG-2-7-061610-0207
ED 011 611   EDRS Price MF-$0.25 HC-$1.76   44P.

Descriptors: *Environmental Influences, *Language Development, *Sociolinguistics, *Urban Slums, *Verbal Development, Associative Learning, Baltimore, Culturally Disadvantaged, Intelligence Level, Interviews, Language Ability, Socioeconomic Status.

The word associations of urban slum children, both Negro and white, were studied to determine what impact extreme socioeconomic status differences have on language development. This study of children from the lowest extreme of the socioeconomic scale was made as a followup to an earlier study of children representing various cultural and socioeconomic clusters. Data were gathered from 541 children enrolled in public elementary schools in Baltimore City, Maryland. Because it had been observed previously that race-of-interviewer affected the children's responses, the entire design was replicated four times (Negro interviewer with white children, Negro interviewer with Negro children, white interviewer with white children, and white interviewer with Negro children). No child was interviewed more than once. The principal measure of linguistic development was the number of word responses that matched previously determined paradigms, such as, the response to "go" is "run." First-grade white slum children were found to be more advanced linguistically than suburban children of similar IQ. Further, even though Negro first-grade slum children are not as advanced as white slum children, they are probably as mature linguistically as white suburban children of the same intelligence level. The relative advancement of first-grade slum children disappears by third grade, and they lag behind suburban children at ages 8 and over. This suggests that the degree of urbanization may strongly affect verbal development. In analysis of the race-of-interviewer factor, it was found that more mature responses are made by children when they are responding to an interviewer of a different race than their own. (AL)

6698

Subcultural Differences in Children's Language Development.

By: Entwisle, Doris R.
Johns Hopkins Univ., Baltimore, Md.
Report Number BR-6-1610-2   Pub Date: May 67
Grant OEG-2-7-061610-0207
ED 011 612   EDRS Price MF-$0.25 HC-$1.16   29P.

Descriptors: *Environmental Influences, *Language Development, *Rural-Urban Differences, *Sociolinguistics, *Verbal Development, Baltimore, Culturally Disadvantaged, Interviews, Language Ability, Linguistics, Racial Differences, Socioeconomic Status.

Patterns of the linguistic development of children of different socioeconomic environments were determined by a study of word associations. The relation of residential area, social class, or subcultural group membership to linguistic development was the main concern of the study. Each membership group was further categorized according to IQ level, sex, and grade. Groups were compared by holding constant age and IQ. The word associations were obtained in response to a list of 96 stimulus words. Each child was interviewed alone, and was asked to respond with the first word thought of as the interviewer said a word aloud. Results of the study support the following conclusions--(1) there are negligible differences between suburban children from upper middle class and blue collar neighborhoods, (2) rural Maryland children tend to develop more slowly than the suburban children, especially those whose IQ is average or below, (3) Amish children develop even more slowly than the rural Maryland children, and (4) white slum children are advanced compared to suburban children at first grade, but retarded at third grade. Negro slum children are generally behind white slum children, but at first grade the Negro slum children are on a par with white suburban children. (AL)

6699

Observations of Teacher-Pupil Verbal Behavior During Critical Reading Lessons.

By: King, Martha and others
The Ohio State Univ., Columbus, Coll. of Educ.
Report Number CRP-2612 Pub Date: Feb 67
ED 011 819 EDRS Price MF-$0.25 HC-$1.44 36P.

Descriptors: *Critical Reading, *Elementary Grades, *Reading Research, *Teaching Procedures, *Verbal Communication, Columbus, Interaction Process Analysis, Material Development, Questioning Techniques, Student-Teacher Relationship, Teacher Role.

Verbal interaction between teachers and pupils when they are reading critically is reported. Six hundred fifty-one children and 24 teachers from seven elementary schools in Columbus, Ohio, served as subjects during the 9-month investigation. Twelve classes, two at each of the six elementary grade levels, were given training in critical reading while 12 classes were instructed in literature. Teacher questions and student responses were the main focus of the study. An instrument was devised for observing verbal behavior. Eight categories of teacher questions were influenced by Bloom's approach, and five pupil categories, representing levels of thought, were influenced by Guilford's structure. Teachers were informed of forthcoming classroom observations which totaled six in number and lasted for 25 minutes. Chi-square was used to analyze the data. The included results indicated that--(1) there is a definite relationship between teacher questions and quality of pupil responses, (2) teachers improved in their ability to ask questions, (3) training of teachers and special instructional materials influenced verbal behavior, (4) limited grade level trends were discernible in teachers' questions, and (5) developmental trends in pupil responses were identifiable in the experimental group. Tables and the observation directions are included. (BK)

6700

Reactive Inhibition (The Hullian Construct) and Achievement in Reading.

By: Otto, Wayne
Wisconsin Univ., Madison
Report Number BR-5-0216-7 Pub Date: Jan 66
Contract OEC-5-10-154
ED 011 948 EDRS Price MF-$0.25 HC-$0.44 11P.

Descriptors: *Anxiety, *Inhibition, *Motivation, *Reactive Behavior, *Reading Achievement, Academic Achievement, Behavior Patterns, Child Development, Dallas, Learning Theories, Madison, Skill Development.

This paper summarized the results of several studies conducted by the author to (1) investigate the generality of the relationship between reactive inhibition and achievement and (2) determine factors that affect inhibitory potential. These studies were made with a variety of sample groups. Relationships between reactive inhibition and achievement in reading, spelling, and handwriting were demonstrated. Given a fairly low level of motivation, poor achievers appeared to accumulate reactive inhibition more rapidly than good achievers. There was evidence that the good achiever's performance and tendency to accumulate reactive inhibition increases when motivation is increased, but no such relationship was demonstrated with the poor achiever. In addition, the author tentatively suggested that anxiety also plays an important role in producing reactive inhibition, although this relationship was not clearly shown. This paper was presented at the National Reading Conference (Dallas, December 1965). (JH)

6701

Words Vs. Pseudo Words. Studies of Oral Reading, I.

By: Levin, Harry & Biemiller, Andrew J.
Report Number BR-5-0617-5 Pub Date: 65
Contract OEC-4-10-113
ED 011 952 EDRS Price MF-$0.25 HC-$0.84 21P.

Descriptors: *Measurement Techniques, *Oral Reading, *Reactive Behavior, *Reading Research, *Response Mode, Behavior Rating Scales, Grade 2, Grade 3, Grade 4, Ithaca, Reading Ability, Stimulus Behavior.

This study was designed to test the validity of response latency as a behavioral index to reading. Children in grades 2, 3, and 4 were shown a randomized list of 16 words consisting of eight real words and eight pseudowords. The time they took to give a verbal response to the word after its exposure was measured. The results showed that children are highly consistent in their behavior across trials and between the two types of words within trials. Younger children took longer to read real words than older children, latencies decreased over trials, and it took longer to read pseudowords than real words. While more errors were made in reading pseudowords rather than real words, younger children made more errors than did older ones. When frequency of errors was controlled, there were no differences in the latencies of real and nonsense words read incorrectly, but for correct responses, real words were read more quickly. These findings indicate the usefulness of response latency as a measure of reading. (GD)

6702

Pronounceability. Studies of Oral Reading, II.

By: Biemiller, Andrew J. & Levin, Harry
Report Number BR-5-0617-6 Pub Date: 65
Contract OEC-4-10-113
ED 011 953 EDRS Price MF-$0.25 HC-$0.48 12P.

Descriptors: *Language Skills, *Measurement Techniques, *Oral Reading, *Reactive Behavior, *Response Mode, Grade 3, Grade 4, Ithaca, Reading Ability, Reading Research, Stimulus Behavior.

Verbal reaction times to word forms that differ in their pronounceability were assessed for significance of correlation. Single pseudowords of varying pronounceability were shown to 36 third and fourth graders, and their reaction times for oral responses were measured. The responses were tape recorded, and the period of time from the exposure of the word to the onset of the final pronunciation was measured. Correlations were acquired between mean response latencies and rated pronounceability per word by grade level and word length. The correlations were all significant and clearly indicated that the harder a word was to pronounce, the longer was the interval from exposure of the word to the verbal response. (GS)

6703

Contingent Versus Non-Contingent Spelling Patterns. Studies of Oral Reading, III. Preliminary Draft.

By: Levin, Harry & Biemiller, Andrew J.
Report Number BR-5-0617-7 Pub Date: Jan 66
Contract OEC-4-10-113
ED 011 954 EDRS Price MF-$0.25 HC-$0.88 22P.

Descriptors: *Language Skills, *Oral Reading, *Reactive Behavior, *Reading Ability, *Response Mode, Consonants, Grade 2, Grade 3, Grade 4, Ithaca, Measurement Techniques, Reading Research, Stimulus Behavior, Word Lists.

The effects which certain correspondences between spelling and sound have on reading were assessed. The 54 subjects were drawn in equal numbers from grades 2, 3, and 4. To compare the response latencies and the errors made when reading three intermixed lists of 12 words each, the children were asked to read aloud each word as it was presented on the screen. The first list contained words beginning with "C," "G," or "K" in some of their less common pronunciations. The second list contained words beginning with the same letters, but in their more common pronunciations. The third list contained words differing from the first list only in having initial letters with invariant spelling-to-sound correspondences. The oral responses to each presented word were tape recorded, and the interval between presentation of the word on the screen and the subjects' response constituted the verbal reaction time. Errors were analyzed from a transcript of the tape. Longer latencies and more errors were found in using the first list, but no differences between the other two lists were observed. Results were most clear-cut for fourth graders. Analysis of the errors showed that most of the errors made on the first list consisted of giving the more common pronunciation of the first letter. The author's interpretation of the results was that the children responded to the single pronunciation pattern they had learned, the common one, and had difficulty with patterns with which they had little experience. He concluded that the contrastive pronunciation forms should be presented simultaneously to the child. (AL)

6704

Homographs in a Semantic Context. Studies in Oral Readings, VII. Preliminary Draft.

By: Ford, Boyce L. & Levin, Harry
Report Number BR-5-1213-7 Pub Date: Jan 67
Contract OEC-6-10-156
ED 011 956 EDRS Price MF-$0.25 HC-$0.64 16P.

Descriptors: *Oral Reading, *Reading Processes, *Reading Speed, Ithaca, Visual Stimuli, Word Lists.

The effects of semantic context on the verbal reaction times of children reading homographs were studied by a comparison of the effects of word or letter cues preceding the homographs to be read. The investigator devised two experimental word-lists containing homographs preceded by one-word, semantically similar non-homographs and two control lists containing the same homographs in isolation or preceded by a meaningless consonant. The cue-homograph combinations were projected on the screen one item at a time. The time lapse between the visual presentation of the item and the verbal response of the subject was measured, and the reaction times for each of the four lists were compared. The subjects' reaction times for the experimental lists were significantly faster than for the control lists. The results indicated that the shorter verbal response times resulting from the preceding semantic cues did not result from a priming effect resulting from a preceding stimulus. The author concluded that a preceding stimulus must be meaningful, either grammatically or semantically, to facilitate the reading of words. (AL)

6705

Sentence Structure and the Eye-Voice Span. Studies in Oral Reading, IX. Preliminary Draft.

By: Levin, Harry & Turner, Elizabeth Ann
Report Number BR-5-1213-9 Pub Date: Sep 66
Contract OEC-6-10-156
ED 011 957 EDRS Price MF-$0.25 HC-$1.08 27P.

Descriptors: *Oral Reading, *Reading Development, *Reading Processes, *Sentence Structure, *Visual Perception, Eye-Voice Span (EVS), Ithaca, Participant Characteristics, Reading Level, Reading Speed.

This study investigated the effects of the grammatical structure of reading materials on the eye-voice span (EVS). The eye-voice span is the distance the eye is ahead of the voice in reading aloud. The hypothesis of the study was that the eye-voice span is not a constant or fixed length regardless of the material being read, but that, among other factors, it is affected by the grammatical structure of the reading materials. Ten subjects from grades 2, 4, 6, 8, 10, and adults were tested with four types of sentences. The EVS was measured at various points by turning out the light at some point in the reader's delivery and seeing how far he can continue reading when the print is no longer visible. Two similar sets of sentences were prepared, one using the vocabulary of a second grader and the other with a vocabulary of a sixth grader. The sentences were constructed with phrase units of two, three, and four words and were all long enough to provide at least 10 words beyond a "light-out" eye position. Results of the study supported the hypothesis that subjects tend to read in phrase units. Older readers read to phrase boundaries more often than beginning readers. Fast or good readers read to the end of phrase boundaries more often than the slow or poor readers did. There was also a significant difference between the EVS on active and passive sentences for older subjects. (AL)

6706

Children's Reading--Syntactic Structure and Comprehension Difficulty. Final Report.

By: Nurss, Joanne R.
Columbia Univ., New York, Teachers College
Report Number BR-6-8331 Pub Date: Dec 66
Grant OEG-1-6-068331-1643
ED 011 975 EDRS Price MF-$0.25 HC-$0.80 20P.

Descriptors: *Listening, *Pictorial Stimuli, *Reading Comprehension, *Reading Difficulty, *Syntax, Child Development, Grade 2, New York City, Primary Education, Vocabulary.

The concern of this study was the effect of sentences of varying structural complexity on primary grade children's oral reading, silent reading, and listening comprehension. The author prepared 36 one-sentence "stories" which varied in structural complexity as assessed by the depth hypothesis of structural depth (Yngve, 1960), sector analysis of structural depth (Allen, 1964), and traditional structural organization. One-half of the sentences represented different degrees of structural depth, and the other half, different types of structural organization. The structural organization sentences were ranked as complex, compound, and simple as defined by traditional grammar. All sentences were designed with the same interest and difficulty level and were approximately the same length. The subjects were 144 second-grade children, either screened by a vocabulary test or selected without the test. The sentence "stories" were experimentally rotated over the three tasks of oral reading, silent reading, and listening comprehension. Comprehension of each sentence was measured by a picture-comprehension test and an evaluation of oral-reading scores. The hypothesis that sentences of greater structural depth would be more difficult for children to read was partially supported by the oral-reading error data, but not by the picture-comprehension data. The hypothesis that sentences of more complex structural organization would be more difficult to read was not supported by either measure. (JH)